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ABSTRACT

This document is a comprehensive report of Ohio activities related to the expenditures of federal funds under the Carl Perkins Vocational and Applied Technology Education Act of 1990. Section I describes the progress Ohio has made in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio. It lists statewide core standards and performance measures; describes vocational education linkages to other national and state efforts; and provides data for these specific areas: secondary, postsecondary/adult occupational programs, services, and activities; single parents, displaced homemaker, and single pregnant women; sex equity programs; criminal offenders; special populations; state leadership and professional development; community based organizations; family and consumer sciences education; tech prep; integrating applied academics into vocational education; and career guidance and counseling. Section II is an accountability report of the major goals identified in the state plan, identifying progress in the achievement of each of the state plan objectives. Section III is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state. It provides an overview of the Measuring and Planning Progress (MaPP) system, Ohio's vocational and career development assessment system, and presents this information for each program: program area description, strengths, recommendations, and MaPP findings and initiatives. Five appendixes provide enrollment data on the following: secondary vocational education, postsecondary adult education, occupationally specific associate degrees, secondary state-funded academic courses, and secondary job training programs. (YLB)

ED 402 503

Vocational and Adult Education

FY96

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Comprehensive Annual Performance Report

As submitted to:

United States Department of Education
Office of Vocational and Adult Education
Division of Vocational Education

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Introduction

This document is a comprehensive report of activities related to the expenditures of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) during the period July 1, 1995 through June 30, 1996. The comprehensive report is composed of three separate reports or sections. Each of the sections is formatted to meet different accountability standards. Section one fulfills the statutory requirements of 34 CFR 80.40 and follows the format outlined in OMB No. 1830-0503. Section two is an accountability report of the major goals identified in the State Plan for the Administration of Vocational and Adult Education in Ohio and, therefore, includes the State Plan Objectives. Section three is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state during each fiscal year.

The FY96 comprehensive report is the fifth report under the Carl D. Perkins Act of 1990. The compiled information is also used to determine the need for changes in state plan goals or amendments.

The report was compiled by the:

Division of Vocational and Adult Education
Ohio Department of Education

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SECTION I

FY96

Vocational Education
Annual Performance Report

Introduction

This report describes the progress Ohio has made in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio related to Titles I, II, and III, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The report is authorized by 34 CFR 80.40 and covers the program year July 1, 1995 through June 30, 1996. The report follows the outline in circular OBM 1830-053.

I. Core Standards and Performance Measures (Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512)

The tentative core standards and performance measures were drafted by Ohio Department of Education staff and discussed at the five regional local education area planning (LEAP) meetings in December, 1990. These standards have provided an initial framework for vocational education planning district (VEPD) plans and Ohio's vocational and adult education programs. These standards and measures were established in accordance with requirements of the Carl D. Perkins Vocational and Applied Technology Act of 1990 and were subject to review by a Committee of Practitioners before final approval.

Tentative secondary and full-time adult core standards were developed in response to the conclusions reached in the review of the statewide assessment data and with input from an internal state plan committee. The tentative state core standards were also presented to local education agency representatives for comment during the five regional LEAP meetings in December, 1990.

During initial planning meetings on November 14, 1990 and January 2, 1991, representatives from the Ohio Board of Regents (OBR) agreed to develop tentative core standards for vocational education associate degree programs. The P.L. 101-392 legislative language regarding the core standards was presented to representatives from each of the public community colleges during the December, 1990 LEAP meetings. On January 14, 1991, representatives from the Ohio Board of Regents and the Ohio Department of Education (ODE) met with a committee of representatives to discuss the statewide core standards. On February 14, 1991, the Ohio Department of Education received a draft of core standards for associate degree programs.

On February 7, 1991, the Committee of Practitioners unanimously approved the use of the secondary and full-time tentative core standards and measures of performance until November, 1991. During the interim, the committee conducted an in-depth review of each proposed standard. Tentative standards and measures were incorporated in the local education agency planning document entitled the Vocational Education Comprehensive Strategic Plan effective July 1, 1991.

On April 27, 1992, the Ohio Board of Regents presented the core standards and performance measures for associate degree institutions to the Committee of Practitioners. Core standards and performance measures for career development and the work and family program, GRADS, were presented by the Ohio Department of Education. These measures and standards were then taken by committee members to constituents of their nominating organizations for feedback. Consensus and final recommendations were made at the June meeting.

On June 8, 1992, the committee discussed adjustments to several of the standard levels for measures in secondary and adult. Consensus was achieved. The committee voted to accept the Statewide Core Standards and Performance Measures as revised.

On August 10, 1992, Committee of Practitioners members, James Drake and Joyce Brouman presented testimony to the State Board of Education in favor of adoption of the standards and measures as recommended by the committee on June 8, 1992. The State Board of Education cast a unanimous ballot to adopt the standards and measures.

The Committee of Practitioners continues to meet on a regular basis and builds on the adopted core standards to improve the standards as well as provide input on other aspects of Vocational Education such as the State Plan, Tech Prep and School-To-Work.

The Ohio Statewide Core Standards and Performance Measures

The following core standards and performance measures were adopted by the State Board of Education at the August 10, 1992 State Board Meeting. These standards provide the framework for vocational education planning district (VEPD) plans and Ohio's vocational and career education programs. The standards and measures are established in accordance with requirements of the Carl D. Perkins Vocational and Applied Technology Act of 1990 and are subject to review by a Committee of Practitioners.

A. Secondary Vocational and Adult Education Core Standards for Programs Offered at the High School Level

1. General

Each VEPD shall provide to students and parents, no later than the beginning of the ninth grade, information concerning:

1) opportunities available in vocational education, including nontraditional careers;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

2. Academic Learning and Competency Gains

Basic and Advanced Academic Skills
Students enrolled in secondary vocational education occupationally specific programs who have not successfully passed the ninth grade proficiency test prior to program enrollment will be given academic remediation necessary to successfully pass the ninth grade proficiency test, which is a basic requirement for earning a high school diploma in Ohio, upon or before program completion.

Applied Academic Skills
Students enrolled in secondary vocational education occupationally specific programs will show applied academics competency gains as evidenced by the average learning gains reported on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

3. Occupational Learning and Competency Gains

Students enrolled in secondary vocational education occupationally specific programs will show occupational competency gains as evidenced by the average learning gains reported

on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

4. Work and Family Life Learning and Competency Gains

Students enrolled in secondary Work and Family programs (including GRADS students enrolled for a minimum of 18 weeks for credit) will show competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Laboratory at The Ohio State University or an alternative standardized test.

5. Placement

The placement status of secondary vocational education occupationally specific program completers and Occupational Work Experience (OWE) program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

1) At least 60% of completers available for civilian employment are employed in occupations related to their training.

2) The employment rate of completers available for civilian employment is equal to or exceeds 84%.

3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators

4) At least 60% of completers who are continuing their education are employed in related civilian occupations are enrolled in a related education program.

5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

6. Enrollment

Each VEPD must base its projections on quantifiable demographic information. If a VEPDs projections vary from the statewide enrollment goals, local variations must be explained in the VEPD strategic plan.

a. Annual statewide aggregation of local enrollments will indicate that 45% of all 11th and 12th grade population; were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs including college preparatory students enrolled in vocational education.

b. Annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs.

c. Annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade disabled students, which represents 11% of the 11th and 12th grade population, were enrolled in secondary education occupationally specific programs or Occupational Work Experience (OWE) programs.

d. Annual statewide aggregation of local enrollments will indicate that 20% of all students in grades 9 through 12 will be served in Work and Family Life programs.

e. Annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old will be served by Occupational Work Adjustment (OWA) programs.

f. Annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Work and Family Life programs.

g. Annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

7. Retention

A minimum of 85% of all GRADS students will graduate or return to school the following school year (dropout rate no higher than 15%).

8. Career Development

According to the schedule below, 75% of the Ohio students in each VEPD will articulate an occupational goal and an educational plan to achieve that goal. Each of these students must have an Individual Career Plan (ICP), first written in the 8th grade and then reviewed and updated annually through the 12th grade as evidence that the student is regularly evaluating his or her goal and plan. To confirm that a written, current ICP is being prepared, a random sample* at each grade level of these students (26 students or two percent of the student population, whichever yields a larger number of students) will be asked to articulate an occupational goal and articulate an educational plan to achieve that goal through an interview process.

- Beginning in the Spring of 1994, 75% of the 8th grade students in each VEPD
- Beginning in the Spring of 1995, 75% of the 8th and 9th grade students in each VEPD
- Beginning in the Spring of 1996, 75% of the 8th, 9th, and 10th grade students in each VEPD
- Beginning in the Spring of 1997, 75% of the 8th, 9th, 10th and 11th grade students in each VEPD
- Beginning in the Spring of 1998, 75% of the 8th, 9th, 10th, 11th and 12th grade students in each VEPD

* random sampling procedures ensure a student sample that is representative of the percentages of race/ethnic make-up, gender, and disabling conditions within the VEPD.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

B. Adult Vocational Education Core Standards for Full-time Adult Vocational Education Programs

1. General

Each VEPD shall provide to students, prior to enrollment in full-time vocational education programs, information concerning:

1) opportunities available in vocational education including nontraditional occupations;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

In addition, each VEPD shall provide information concerning appropriate support services to students enrolled in adult full-time vocational education occupationally specific programs, which may include:

1) financial assistance information with regard to eligibility and availability;
2) requirements for eligibility for enrollment in such vocational education programs;
3) career counseling;
4) life skill counseling;
5) labor market information;
6) placement services;
7) academic and vocational assessment using generally accepted instruments;
8) child care facilities or a list of approved child care providers available to dependents of adult vocational students; and
9) basic academic remediation services.

2. Academic Learning Skills

Basic Academic Skills
Students enrolled in adult full-time occupationally specific programs will achieve a minimum level of basic academic proficiency as required for a specific occupation. Students not meeting the minimum level will be assessed in order to determine their academic level and then be referred to remedial instruction such as ABE or other remedial academic classes necessary to demonstrate the required competency level.

Applied Academic Skills
Each student who completes an adult full-time occupationally specific program will demonstrate academic competency gain as evidenced by average learning gains received on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

3. Occupational Competency Attainment

Each student who completes an adult full-time vocational education occupationally specific program will demonstrate competency gain as evidenced by average learning gains received on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

4. Retention

VEPD aggregate totals will indicate at least a 65% retention rate for full-time adult vocational education occupationally specific program participants. Retention in a program occur if a student obtains a positive outcome from the program. Positive outcomes are when a student completes a program, transfers to further education, or completes sufficient occupational competencies and obtains employment related to the occupational area of study (Data regarding this standard will be collected beginning in FY93).

5. Placement

The placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

1) At least 80% of completers available for civilian employment are employed in occupations related to their training.
2) The employment rate of completers available for civilian employment is equal to or exceeds 85%.
3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators

4) At least 90% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.
5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.
6) Overall, at least 90% of the total completers are employed in civilian labor force, continuing their education, or employed in the military.

6. Enrollment

The aggregate VEPD enrollment in full-time adult vocational education occupationally specific programs shall reflect the special populations and gender demographics of those individuals who applied for enrollment.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

C. Core Standards and Performance Measures for Associate Degree Institutions

1. Background/Rationale

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 states in Section 2 of the Act that:

It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The provisions of the Act make clear that the intent of Congress is to insure that "all segments" of the population have access to occupational education programs which prepare individuals for careers in demand in the present and future labor markets. The targeted populations can readily be seen in the funding allocation formula and throughout Section 235; Use of Funds.

Historically, Perkins' funds have been used by two-year colleges in Ohio to improve access and retention, particularly for physically and/or academically disadvantaged students. This is consistent with the intent of the latest Carl D. Perkins Act, the purpose of which is to enhance employability of people by giving them job skills through education. Those who are in greatest need of these opportunities are oftentimes disadvantaged either physically, economically, or academically. Thus, it is imperative that we continue to create access and success opportunities for these groups who have not traditionally been able to take advantage of higher education. In that context, it is not surprising, therefore, that an overwhelming majority of proposals submitted for Perkins' funding by Ohio's two-year colleges focused their efforts toward providing additional opportunities for access and retention for special populations.

In drafting performance measures and standards as required by the Act, it is essential that the standards build upon the already successful practices established by each participating institution. Standard and associated procedures which impede the college's efforts to continually improve services to its constituency are not in the best interest of special populations in Ohio and will work against achievement of the purpose of the Perkins Act.

It should be remembered that Ohio's colleges do not have a "captive population." Two-year colleges operate in a free market environment which requires continued evaluation of student and employer needs and satisfaction along with continual attention to the quality of the educational programs and services offered. This attention to the labor and student markets has led to much diversity among institutions. This diversity remains an essential strength of the Ohio system because it provides the flexibility to respond to the specific populations the college serves and creates an atmosphere which fosters innovation in achieving institutional mission. Postsecondary accreditation agencies such as the North Central Association of Colleges and Schools have long recognized that autonomy is a necessary prerequisite to quality in educational institutions. This is why the foundation of the self study and accreditation process is build upon each institution's assessment of its activities relative to its unique mission, rather than using a statewide, monolithic, quantitatively comparative approach.

In drafting the proposed standards, it was the intention of the postsecondary education community to build upon the strength of the system which currently exists: institutional diversity and the traditional self study process. Continuing this historically successful approach will meet the objectives of the Perkins Act to serve as a catalyst to stimulate institutional evaluation. It is also the best means to encourage institutions to develop innovative strategies to provide the targeted populations in their service that they can effectively acquire the training needed to obtain employment in the emerging economy.

2. Proposed Cohort Group

At first glance, it seemed that using a cohort group already involved in follow-up might be appropriate for the Perkins assessment. Thus, this postsecondary advisory committee on core standards initially proposed that the cohort group be the population that will be tracked to meet the U.S. Department of Education's student "right-to-know" disclosure requirements--first time, full-time students entering in Fall 1992 and declaring an intent to complete a degree program. However, upon further analysis, this cohort group is really

inappropriate as it is inconsistent with the populations most two-year colleges serve--nontraditional students who attend part-time and enter with special needs. Nor does it address the population that will be served through the Perkins funded programs that are proposed by Ohio's colleges--over 90% of the Perkins funds are being used for access and retention services, especially for special populations. Beyond that, it does not address the "access" intent clearly articulated in the Perkins legislation, especially as that intent relates to "special needs" populations.

Therefore, it is proposed that rather than tracking individual students, or following cohort groups, the Ohio postsecondary technical education standards be based on the reported rate of success of the students most appropriate to the Perkins legislation; those students who are seeking a technical associate degree or certificate. For some of the proposed standards this "snapshot" of a college's sub population will be further focused to report more specifically on the rate of success of special populations.

3. *Proposed Core Standards*

Measures of Basic Academic Skills Gains:

Basic learning courses, generally referred to as developmental education courses, are defined at the postsecondary level as those courses the student must successfully complete in order to enroll in the general education or technical courses that are required as part of an associate degree. As part of the colleges' enrollment procedures, students are tested, and if found to be lacking the necessary competency in the mathematics, science, or reading/communications required for a given associate degree program, are placed in developmental education courses at the appropriate level.

Sub Population: (Identified on the 14th day of each term)
Those students who are technical degree or certificate seeking, and who are considered by the institution to require remedial studies.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the remedial courses attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
55% of technical degree or certificate seeking students who are enrolled in basic skills courses will successfully complete the courses, including multiple measures of assessments contained within that course.

Measures of Advanced Academic Learning Gains:
The Commission on Institutions of Higher Education for the North Central Association of Colleges and Schools requires that general education be an essential element of all undergraduate degree programs. The general education component of associate degree programs provides opportunities for students to develop mastery in critical literacy skills (writing, speaking, reading, problem solving, analytical, and computational

skills) and to acquire breadth in the basic liberal arts and sciences (humanities, fine arts, social sciences, and natural sciences) so that students can function effectively in a lifelong process of inquiry, learning, and decision-making.

The general education courses are the advanced academic courses of the associate degree program. Technical courses are the means by which students learn occupational theory and competency. General education courses constitute 50% of the course work required for an associate degree. The type of general studies courses that are required vary across technical degree programs depending on the nature of the work to which the degree is related. Engineering technology degrees may place emphasis on a high level of mathematics, nursing on biological sciences, etc. The only general studies courses consistently required by ALL technical associate degree programs are English/communications.

When advisory committees evaluate the outcomes of the general education component of a technical program, as evidenced by the performance of program graduates, the advanced academic skills most criticized are communication skills, particularly writing. Advisory committees and employers insist that graduates should be able to express themselves clearly and logically in standard English in both written and oral form. A closely related concern is the ability of individuals to think rationally, systematically and logically. These skills are typically covered in the communications course requirements of each degree.

Therefore, successful completion of the highest level communications course required in a given technical degree program is a valid and significant measure of advanced academic learning gains.

Sub Population: (Identified on the day of each term)
Those students who are technical degree or certificate seeking, and who are enrolled in the final English/communication course required for the general studies component of technical associate degree programs.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the final English/communication course attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
70% of technical degree or certificate seeking students who are enrolled in the final English/communication courses will successfully complete the courses including multiple measures of assessment contained within that course.

Placement Measures:

Time Frame:
End of each academic year.

Initial Standards:

a) 75% of the sub population will be employed in a job related to their degree or certificate.
b) 90% of the sub population will be employed.
c) 95% will be employed and/or enrolled in additional education, training, military or foreign aid services. Military/foreign and placements to be tracked separately and a percentage will be established after a one-year baseline study is completed.

Because economic conditions vary across the state, it is more difficult for some institutions to meet statewide placement standards. Each college should be able to justify its local plan, any anticipated significant positive or negative variance from the statewide standards.

The following measures are under consideration by the Postsecondary Perkins Advisory committee. Data will be collected by the colleges and reported to the Board of Regents.

Measures of Occupational Competency:

The standard would be measured, similar to the new NCA criterion #3, based on multiple types of assessment of occupational competencies through one or more of the following.

Baseline data would be developed at each institution for at least one year, with a determination made at that time whether it is feasible to determine minimal percentages in these categories.

1) Student success on licenser/certifying examination
2) Student success on comprehensive examinations
3) Completion of capstone courses
4) Responses from employer surveys
5) Responses from former students/graduates

4. Measures of Service for Special Populations

Two-year college enrollments consist of significant numbers of members of special populations, especially the academically disadvantaged, the economically disadvantaged, and the disabled. For the purpose of the Perkins standards, these students would be determined academically disadvantaged based upon the institution's basic skills assessment. The economically disadvantaged would be those who qualify for Pell or Ohio Instructional Grants. Students would be self-declared as disabled based on Section 504 of the Rehabilitation Act of 1973.

The Perkins Postsecondary Advisory Group recommends collecting data pertaining to the enrollment and graduation rates of these populations to study the percentage of graduates who are members of a special population and the percentage of student enrollees who are members of special populations. Comparison of these rates will help to understand how effective the colleges are in assisting members of special populations complete their degree programs.

D. Incentives and Adjustments

Discussion of incentives and adjustments related to the core standards and performance measures commenced at the November 19, 1991 meeting of the Committee of Practitioners. The following conclusions were drawn as a result of that discussion.

The Carl D. Perkins legislation required that 75 percent of Title II funds be allocated to eligible recipients under prescribed formulae that do not take into consideration the number of special population students actually served in vocational education programs. Under Perkins II, states have no flexibility to provide financial incentives to address the needs of special populations.

Ohio has no flexibility under state legislation to provide financial performance incentives for vocational education unit funding or matching equipment. Non-financial incentives can be used to meet the letter of the requirements under Section 115 of Perkins II, but non-financial incentives do not have the impact of financial incentives.

The formulae for the distribution of program improvement funds in Title II, Part C of the Perkins legislation should be modified to include a state-delivered funding factor related to the actual number of individuals served from targeted groups or special populations. If the mandated formulae are not changed, the Perkins regulations should be modified to permit states to reserve a portion of the funds in Title II-C to be allocated on a performance basis.

Positive incentive/adjustments for secondary vocational education discussed include the following:

- Eligibility or higher priority for receipt of Sex Equity Grants.
- Additional state secondary vocational education unit funding (presently illegal).
- Reduced reporting requirements in the local program improvement plan.
- Higher priority for the receipt of new secondary vocational education units.
- Higher priority for the receipt of matching state equipment funds (presently illegal).
- Lower placement goal standards for programs that enroll disabled, disadvantaged, and limited English proficiency students at a higher rate than the established state plan goals.
- Awards of recognition to programs that exceed state goals for disabled and disadvantaged students.

Negative incentives/adjustments for secondary vocational education programs discussed include the following:

- Withdrawal of secondary units for programs that fall below minimum enrollment standards for 3 consecutive years.
- Withdrawal of secondary units for programs that fail to meet primary placement standards for 3 consecutive years.
- Denial or delay of Title II-C program improvement funds for plans that are incomplete (all or nothing funding).
- Ineligibility or lower priority for receipt of Sex Equity Grants, Community-based Organization (CBO) grants.
- Reduced state secondary vocational education unit funding (presently illegal).
- Increased reporting requirements of the VEPD program improvement plan.
- Reduced priority for receipt of new secondary vocational education units.
- Reduced priority for receipt of matching state equipment dollars (presently illegal).

II. Vocational Education Linkages to Other National and State Efforts

Several efforts which began in FY95, which were designed to link vocational education with other national and state initiatives, actually were implemented in early FY96. Vocational education has had an integral role in educational reform in Ohio. The major linkages have resulted in the receipt of a statewide School-to-Work Implementation Grant, a Goals 2000 Grant, the designation of Ohio as the statewide Ed-Flex state, the receipt of a One-Stop Grant from the U.S. Department of Labor, and the receipt of a National Demonstration Grant to Integrate Academic and Vocational Education in Ohio. A brief description of each of these efforts is contained below:

1) School-to-Work Implementation Grant

Ohio is beginning implementation of a School-To-Work (STW) statewide plan. A STW office has been established and operates under the leadership of the lieutenant governor. Staff from the Departments of Education, Employment Services, Human Services, Development, and the Board of Regents provide support to the STW initiative. The office has undertaken the following activities to inform and shape the STW system.

Governor's Human Resource Investment Council (GHRIC) School-to-Work Committee was formed in March. The committee provides state leadership and oversight.

Regional Alliances have been established within the twelve Economic Development Regions for the purpose of developing a strong infrastructure to create and sustain a statewide STW system. These alliances support the development, implementation, and assessment of STW efforts within each region.

Local partnership grants have been awarded competitively to support a number of local partnerships that have built a sound planning and development base and are ready to implement STW initiatives. Grants have been awarded to partnerships that consist of employers, public secondary and postsecondary educational institutions or agencies, and labor organizations, as well as other entities appropriate to the local initiative. To date, 52 partnership grants from both state and federal STW funding have been awarded and 42 additional federally funded grants were awarded on September 9, 1996.

A communication plan has been established to connect usable and useful information to people who need it. The STW office is identifying relevant resources and materials, has developed a home page (http:// www.ohio-stw.com), and is developing publications for broad dissemination.

Other state leadership activities include:

State Board of Education School-to-Work Committee was formed in February 1996 with the goal of supporting Ohio's school-to-work mission and the objective of connecting learning and work. The committee's communications plan includes developing a State Board resolution, providing input on a school-to-work implementation guide for building local partnerships and linking with the Ohio School Boards Association.

Ohio Department of Education School-to-Work Cross-functional Team began work in December 1995 with the intent to connect school improvement initiatives and support system integration strategies. The roles and responsibilities table in the implementation grant is the foundation for the state system integration recommendations. The table outlines the key STW partnership roles and responsibilities for the state management system, regional alliances, and local partnerships.

System Integration Strategies are linked to major educational reform and workforce development strategies. An example of a system integration strategy focused on education reform is the support of the Council of Chief State School Officers' urban initiative on school-to-careers. The intent is improving the passages through which American youth prepare for productive employment; restructuring schools to support this goal; and defining new relationships with stakeholders (schools, other human service agencies, youth organizations, businesses, unions and employee organizations, and postsecondary institutions) and their roles in this process. Other projects under development are:

- National Skill Standards Prototypes Development
- Leadership Institute Development and Implementation
- Mentor Training and Instructional Resources
- Professional Development Gap Analysis, Linkage, and Calendar
- Preservice Framework Plan
- Skills Gap Analysis and Work Keys Assessment Pilot
- Integrated Curriculum Resources and Pilot
- Core Curriculum Linkage Development
- Workforce Development Clearinghouse Study
- Labor Laws Instructional Resources and Training
- School-to-Careers Urban Initiative

2) Goals 2000 Grant

The Ohio Department of Education is involved with a number of new federal initiatives that significantly support and enhance Ohio's school improvement agenda. Goals 2000 afforded Ohio critical resources and expanded flexibility for extending and supporting school improvement strategies at both the state and local level. The U.S. Department of Education approved Ohio's **Goals 2000** improvement plan in July 1995. The activities in that plan enhance Ohio's existing school improvement efforts and target investments in the following:

Venture Partners Grants--$3.3 million for 66 grants that partner Venture Schools with other schools to share what they have learned from the Venture Capital investment. Since 1993, the Department has awarded 556 Venture Capital Grants to schools willing to try innovative and well-researched school improvement efforts.

Innovative Practices and Pacesetter Grants--$1.9 million for 36 grants that encourage schools to link with "Pacesetters"--schools that have attempted education innovations with or without the assistance of Venture Capital Grants.

School/Higher Education Partnership Grants--$5.3 million to support 24 partnerships between school districts and colleges of education that simultaneously enhance and strengthen teacher education programs and local schools.

Intervention Support grants--$5.7 million to 127 school districts intervention strategies designed to support improved student performance on the state proficiency tests by supplementing or extending effective efforts already under way in eligible districts.

With the acceptance of its Goals 2000 plan, Ohio became eligible for the **Ed-Flex Program.**

3) Ed-Flex Designation

In September 1995, the Ohio Department of Education received notification from the U.S. Department of Education that Ohio was one of six states selected to participate in the Flexibility Partnership Demonstration Program (Ed-Flex) established under the Goals 2000: Educate America Act. The Ed-Flex Program is a striking example of the new partnership that Washington

is forming with states and communities to help every student learn and to create challenging standards. Ohio's selection gives it the authority to grant waivers for certain state and federal laws and regulations.

Ohio has the distinction of becoming the first of the participating states to be granted authority to approve waivers, not only for individual school districts and schools, but on a statewide basis.

Secretary Riley of the U.S. Department of Education stated in his correspondence of September 27, 1995,

> "Ohio has demonstrated its commitment to promoting flexibility, accountability, and effective innovation in order to approve teaching and learning. Moreover, the state has put forth a strong plan for using federal waiver authorities effectively. I am confident that Ohio, as an Ed-Flex partnership state, will exercise this authority in the manner that furthers the objectives of its comprehensive plan for educational improvement and provides accountability for results. As with the Secretary, before granting a waiver, Ohio must first determine that the underlying purposes of the statutory requirements of each affective programs will continue to be met."

Likewise, the state is expressly prohibited by statute from waiving requirements and programs related to 1) maintenance of effort, 2) comparability of services, 3) the equitable participation of students and professional staff in private schools, 4) parental participation and involvement, and 5) the distribution of funds to states and Local Education Agencies (LEA's).

4) Ohio's One-Stop Grants

Vocational education in Ohio has been an integral player in the development of Ohio's proposal for a Department of Labor One-Stop Career Center Grant. In the Ohio plan each local proposal must include mandatory and optional programs. Mandatory programs are D.O.L. funded initiatives. Optional programs include programs from vocational education, JOBS, adult education, and Board of Regent institutions. Three of the four optional programs must be included in all local proposals. Additionally, proposals are given extra points in the scoring system if all four optional programs are included.

Ohio's efforts to secure a federal One-Stop Grant culminated in a $7,000,000 award in June 1995. Subsequently, local implementation proposals were solicited and accepted. In August 1995, seven local implementation grants were awarded. In each case vocational education is included as one of the optional programs.

Vocational education has been involved with every step of the process including writing the initial grant and evaluating local applications. Members of the vocational education community currently serve on the Statewide One-Stop committee and several sub-committees.

5) Academic Integration Grant

In September 1995, Ohio was awarded a National Demonstration Grant from the U.S. Department of Education related to the integration of academic and vocational education. The grant combines the efforts of the Ohio Department of Education with The Ohio State University and four other universities. The project will design inservice and preservice activities to foster teacher externships and student internships. The project entitled, Work Site Learning SITE (student internships, teacher externships), will also develop model structures for formalizing student internships and teacher externships into Ohio's schools as well as incorporating development of these activities and inservice and preservice teacher education programs throughout Ohio.

Activities during FY96 include the completion of a needs assessment as well as pilot activities for 20 teacher externs and a draft document to assist teachers in organizing a 3 to 5 day student work site experience.

Data from the survey of vocational teacher educators, applied academics teachers, vocational teachers, vocational administrators and supervisors clearly indicated there is strong support for applied academics. It also pointed out the need for better curriculum products in the area of applied academics.

A draft document: Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences was developed and will be field tested during the fall of FY97.

III. Secondary, Postsecondary/Adult Occupational Programs, Services and Activities (Title II, Part C, Section 231-232)

A. Adults in Need of Training and Retraining

1. Enrollment Data

Enrollment data from FY96 shows the following students were served:

- A total of 63,073 adult students were enrolled in full-time vocational education programs.
- A total of 125,843 adult students were enrolled in part-time vocational education programs.
- A total of 5,639 adult students were enrolled in part-time apprenticeship vocational education programs.

The overall target goal of all adult vocational education services in Ohio is to provide training to the seven percent of the Ohio Civilian Labor Force that needs training each year. The overall target population is based upon the assumption all adults will need some type of retraining every 14 years. During FY96, 194,555 participated in some type of funded adult vocational education program.

Table 1 identifies the target adult population to be served.

TABLE 1 - Adult Population in Need of Training

	FY93	FY94	FY95	FY96 (2)
Total Ohio Civilian Labor Force (previous year)	5,443,800	5,525,200	5,649,100	5,713,124
7% Target Goal for Adults Needing Upgrading (1)	381,066	386,764	395,437	399,919
Total Adult Students Served	224,141	232,326	225,566	194,555
% of Ohio Civilian Labor Force Served	4.12%	4.20%	4.00%	3.40%
Unserved Adults Below 7% Goal	156,925	154,438	169,871	205,364

(1) Constant state goal based upon need for retraining every 14 years
(2) July 1996, OBES Labor Force Estimates

Distribution of Adult Students

The distribution of adult students served by type of program is depicted in Table 2 and Figure 1.

TABLE 2 - Distribution of Adult Students by Type of Program

Fiscal Year	FT Adult	PT Adult	CBO	Total
FY96 Actual	63,073	131,482	N/A	194,555
FY95 Actual	76,756	148,810	N/A	225,566
FY94 Actual	81,367	150,959	N/A	232,326
FY93 Actual	70,428	151,470	2,243	224,141

*Includes individuals in apprenticeship programs:

FY96 - 5,639 FY94 - 7,072
FY95 - 5,875 FY93 - 7,093

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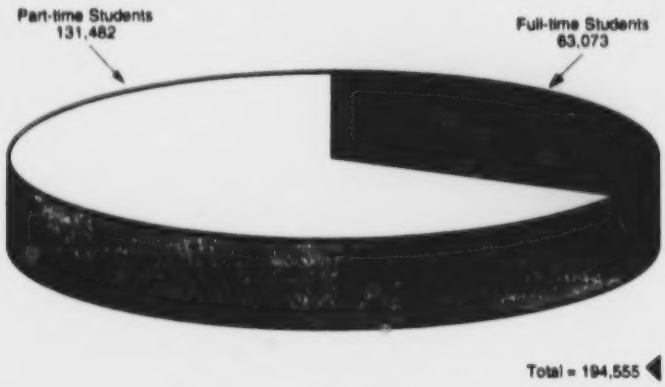
FIGURE 1



Adult vocational education's mission has been to provide a full range of services to all adults. This full range must include supplemental, preparatory and customized training, as well as client (student) support services. Such services are obtained through cooperation and linkage with other public and private sector agencies. Services other than skill training provided to the adult student have included adult basic education, financial aid, high school diploma programs, child care, and transportation.

The full range of services are designed to meet both business/industrial and personal needs as they relate to employment or re-employment. Many programs are designed to serve special and/or targeted populations, as well as the general population. The next sections give examples of these programs.

2. *Family Life*

The family life education program serves disadvantaged adults in urban and rural areas. Participants attend classes to help them strengthen personal, family, interpersonal and parenting skills. The program includes consumer management and nutrition skills. A program focus is parenting education through primary prevention and early identification of developmental problems and intervention with infants, toddlers, and preschoolers. Referrals are made when necessary to appropriate agencies.

- In FY96, 3,032 adults participated in Ohio family life education programs.
- In FY96, 2,101 children ages 0-5 participated.

3. *Displaced Homemaker*

The displaced homemaker program is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning. The program provides participants with supportive instruction and services to help them cope with their new life situation, to overcome barriers preventing them from becoming independent, and to acquire marketable skills.

- In FY96, displaced homemaker programs served 1,323 full-time students.
- There are 36 coordinators of displaced homemaker programs.

4. *Public Safety*

- In FY96, Public Safety services trained over 8,948 fire fighters, 18,648 emergency medical technicians, and 1,058 peace officers.

5. *Trade and Industrial/Health Occupations*

- In FY96, 32,047 students were trained in Health Occupations adult programs.
- In FY96, 56,478 students were trained in Trade and Industrial adult programs with 5,639 in apprenticeship programs.

6. *Farm Business Planning and Analysis*

The Farm Business Planning and Analysis Program (FBPA) provides an in-depth instructional procedure for teaching farm management to full and part-time operators and managers. The program is designed with a continuing course of study. This approach provides a realistic and logical procedure to help farm operators learn the pertinent facts about their farm business and to help farm operators, with assistance from the FBPA instructor, make yearly plans and adjustments to the changes in the agricultural economy. A computer analysis of farm records and on-site instruction are integral parts of the FBPA program. Once the analysis of the farm records is made, the farmer has a sound basis for farm management decisions. In FY96, the FBPA program served 1,964 farm operators. There are 26 teachers of FBPA.

7. *Work and Family*

The Work and Family program is designed to help employees be more productive in both their work and family life. This is accomplished through work-site seminars tailored to the needs of the individual company or organization. Seminars are offered on a variety of topics, but are focused on strengthening personal, family and interpersonal relationships, parenting skills, and management skills.

8. *Transitions*

For the dislocated and/or unemployed worker, the focus of the Transitions Program is to provide pre-employment and career transition instruction in the areas of resource management, employability, and job readiness.

9. *Family and Consumer Sciences*

Family and Consumer Sciences adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills in:

- management of work and family
- family economics
- consumer education

10. *Program Coordination Activities*

The coordination of activities with other public and private sector agencies is an integral part of the planning and effective use of resources. Examples of such coordination include:

- Single Parent Homemaker Grants provided occupational training and support services to the target populations.
- Through family life programs there was active coordination with other agencies.
- Automotive technicians requiring new technological advances in the automotive industry were trained through the cooperative efforts of General Motors, Ford, Chrysler and the trade and industrial education service.
- Each of the adult full-time units had advisory committees consisting of community business people. These were reviewed and documented during the MaPP review and through opening, closing and follow-up reports.
- Full-time adult programs were based upon labor demand statistics provided by the Ohio Occupational Information Coordinating Committee.
- Full-time adult programs utilized materials developed via the JTPA entrepreneurship project at the National Center for Research in Vocational Education.

11. *Full-Service Adult Centers*

In an effort to be more responsive to the needs of business and industry, the Division of Vocational and Adult Education designated 14 school systems on August 21, 1987, to function as Adult Vocational Education Full-Service Centers. In FY88, the number increased to 21; in FY89 the number increased to 27 and remained at 27 in FY90, FY91, and FY92; in FY93, the number increased to 32; in FY94, the number increased to 35; in FY95, the number reached 37; and in FY96, the number increased to 39. The purpose of the centers is to provide business and industry a cost-efficient, educationally sound way to train and upgrade the skills of their personnel. The 39 designated VEPD centers include:

Akron Public Schools	Miami Valley Adult Vo-Tech Center
Apollo Career Center	Mid-East Ohio Vocational School
Ashland, West Holmes JVS	Ohio Hi-Point JVS
Auburn Career Center	Penta County JVSD
Buckeye Career Center	Pickaway-Ross Vocational Center
Butler County, D. Russel Lee CC	Pioneer JVS
Cleveland City	Polaris Career Center
Columbiana County JVS	Portage Lakes Career Center
Columbus Public Schools	Sandusky City
Eastland Vocational School	Springfield Clark JVS
EHOVE Adult Career Center	Scioto County JVS
Gallia-Jackson-Vinton JVSD	The Adult Education Center, Tri-County Vocational School
Great Oaks JVS	Toledo City Schools
Greene County Career Center	Tri-Rivers Center for Adult Education
Lawrence County JVS	Trumbull County JVS
Licking County JVS	Upper Valley JVS
Lorain County JVS	Vantage JVS
Madison Local Schools (Richland Co.)	Washington County JVSD
Mahoning County JVS	Wayne County Schools Career Center
Medina County Career Center	

In October 1991, Ohio's Full-service Centers were designated by the U.S. Department of Education as meeting the concept of skill clinics for a nation of learners. Each full-service center/skill clinic provides one-stop service, coordination of other agencies, assessment, referral and career counseling.

The full-service centers continue to offer multipurpose facilities to provide skill training, retraining, and upgrading programs to Ohio agriculture, business, industry, and labor. The centers continue to offer adult basic education, GED testing, career assessment, child care services, employability and job readiness skill training, as well as a variety of supportive services. The centers work directly with business, providing customized programs. These services are offered by Ohio's public school system and are available to the entire adult population.

12. *Types of Vocational Institutions Offering Postsecondary Vocational Education Programs*

- In FY96, full-time adult postsecondary vocational education programs were offered in 79 school districts and 119 school buildings.
- In FY96, part-time adult postsecondary vocational education programs were offered in 171 school districts and colleges and 210 school and college buildings.
- In FY96, technical associate degree vocational education programs were offered in 50 public colleges, as indicated from Integrated Postsecondary Education Data System (IPEDS) surveys in the Fall of 1995.

13. Examples of Linkages with Business and Industry Can Be Demonstrated by Examples of Direct Training

GMYES (General Motors Youth Educational Systems)

Three Ohio schools were selected to participate in the GMYES program, Miami Valley CTC, Cuyahoga Valley JVS, and Valley Forge High School. GMYES is a partnership among General Motors Corporation, participating dealerships/retail facilities and selected high schools/vocational schools in communities across the country. GMYES has been charged with increasing awareness in career opportunities in retail automotive industry for our students. They are encouraging their dealerships to become involved with the vocational programs so our students will graduate and be ready for full time jobs with GM Dealerships.

PrintED (Printing Industry Association of Georgia Educational Foundation)

Three of Ohio's schools have received the PIA PrintED Accreditation. They are Miami Valley CTC, Southern Hills JVS, and Trumbull County JVS. PrintED links the printing industry with high school/ vocational center programs in printing and graphics. PrintED provides industry approved instructional and program guidance to vocational printing programs. Certified programs meet rigid performance levels in each of the 9 standards for each PrintED certified training area. These provide a vital link in the chain that builds a dynamic skill training program. With industry working with education, students are assured of full time employment upon graduation.

ASE (Automotive Service for Excellence)

In Ohio all Automotive Technician and most of the Auto Collision programs have been ASE Certified and work closely with auto manufacturers and dealerships to provide well trained and motivated workers for the automotive industry. Every year GM sponsors two workshops in January for our instructors to receive the latest automotive changes and needs for our students to be up-to-date as they go into the workforce.

NIMS (National Institute for Metal Working Skills)

Ohio has been selected to pilot the NIMS Metalworking program certification. The purpose of the Certification of Training Programs is to improve the quality of training metalworking at the secondary and post-secondary levels. NIMS sets standards for program content; equipment, tolling, and measuring devices inventory; instructor qualifications; and participation by metalworking employers. Participation in the NIMS Certification of Metalworking Training Programs is voluntary. NIMS does not mandate that metalworking training programs be certified. Schools, private training programs, or company-based training programs may elect to seek certification and the recognition it offers.

Solid Waste Management Program
Buckeye Career Center

The Solid Waste program is a 1200 clock hour program divided into 300 hour blocks. Each block provides classroom and laboratory training as well as actual work experience with five major solid waste management companies. The curriculum includes truck driver training, truck helper training and recycling material processor. The primary focus of the program is to develop competencies and attitudes needed to secure employment and make occupational advancement in the solid waste industry.

At the request of solid waste industry the program will be expanded to provided training statewide.

HOST Program (Hotel On-site Training Program)
Columbus Public Schools, Eastland Career Center

The objective of this 900 hour program is to provide the hotel and motel industry with a trained labor force. This on-the-job training program provides welfare recipients with employment and training to move them from welfare to self-sufficiency. The partnership involved maximizing private and governmental resources, and includes the Ohio Hotel and Motel Association, the Franklin County Department of Human Services, Columbus Public Schools and the Eastland Career Center. Unique features of the program include: comprehensive vocational assessment of participants, industrial mentoring, co-op employment, and job profiling.

B. Secondary Programs

- In FY96, a total of 338,283 students were reported enrolled in vocational education programs, classes and evaluation services.
- In FY96, a total of 95,655 students were enrolled in secondary vocational education occupationally specific programs or occupational work experience programs.
- In FY96, a total of 41,450 occupationally specific vocational education students were also enrolled in a correlated math course, correlated English/language arts course, and correlated science classes. This represents an increase of 1,649 or 3.9% over FY95.
- In FY96, a total of 204,699 students were enrolled in secondary family and consumer sciences programs (i.e., work and family programs).
- Full enrollment counts are continued in Appendices A and E.

Types of Secondary Institutions Offering Vocational Education Programs:

- Ohio's 661 local, exempted village, city, and joint vocational school districts operated under 94 Vocational Education Planning Districts in FY96.
- Vocational education programs were offered in 599 school districts (including joint vocational schools and institutions) in 1,271 school buildings.

C. Local Expenditures of Funds Under Title II, Part C for Secondary, Postsecondary, and Adult Services and Activities

In compliance with section 114(a), of P.L.101-392, the State Board of Education determined the amounts and uses of the funds proposed to be reserved for secondary and postsecondary education under Title II, Part C, section 102(a)(1) after consulting with the Ohio Board of Regents (OBR). The proposed proportioning between secondary and postsecondary education was also shared and discussed with eligible recipients during the seven regional Local Education Area Planning (LEAP) meetings held in February and March of 1996.

The State Board of Education distributed Part C funds to secondary schools in compliance with the general rule formula in section 231(a). Funds were distributed to vocational education planning districts which completed the planning and accountability components identified in the VEPD Strategic Plan. 85% of the Part C funds are reserved for this purpose.

The State Board of Education distributed Part C funds to adult and postsecondary education in compliance with special rule for minimal allocations in section 233(a). Per the requirements of section 233(b), the minimal amount means not more than 15% of the total amount made available for distribution under Part C. A total of 60% of the 15% minimal amount for postsecondary education was allocated to serve vocational education full-time adult education programs operated in Ohio school districts. A total of 40% of the 15% minimal amount for postsecondary education was allotted to serve occupationally specific associate degree programs in Ohio's community colleges, technical colleges, and university branch campuses. Both types of postsecondary grants are designed to assist programs serving the highest numbers of economically disadvantaged individuals.

An analysis of the FY96 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics.

1. ***Adult Postsecondary Grants***

   - Only 2.86% of the grant dollars were used for local administration $80,356.40
   - Only 3.55% of the grant dollars were used to purchase equipment..... $99,721.08
   - A total of 41 of the 48 eligible recipients (85.4%) spent no funds on equipment.
   - A total of 26.1% of the grants dollars were used to provide career development/career guidance related activities $732,954.94

2. ***Secondary Grants***

   - Only 3.5% of the grant dollars were used for local administration $925,529.09
   - Only 4.4% of the grant dollars were used to purchase equipment..... $1,165,883.13
   - A total of 59 of the 94 eligible recipients (62.77%) spent no funds on equipment.
   - A total of 26.20% of the grant dollars were used to provide career development/career guidance related activities $6,937,427.77

3. ***Postsecondary Associate Degree Grants***

   - Only 2.29% of the grant dollars were used for local administration $41,661.70
   - Only 4.2% of the grant dollars were used to purchase equipment..... $76,316.87
   - A total of 14 of the 26 eligible recipients (53.85%) spent no funds on equipment.
   - A total of 32.16% of the grant dollars were used to provide career development/career guidance related activities $585,993.68

IV. Single Parents, Displaced Homemaker, and Single Pregnant Women (Title II, Part B, Section 221)

In FY96, Ohio used the Single Parent, Displaced Homemaker, and Single Pregnant Women set-aside monies to fund four program grants. Programs funded with these monies included the Displaced Homemaker (DH) Grant; Graduation, Occupation and Living Skills (GOALS) Grant; the Comprehensive Support Services (CSS) Grant and the Ventures in Business Ownership (VBO) grant. The major focus of these grants was to reduce the barriers to education and employment this population experiences, and to assist them in obtaining marketable skills to enable them to support themselves and their family members.

A. Program Initiatives

1. *Comprehensive Support Services (CSS)*

The Comprehensive Support Services (CSS) Grant provides dependent care, transportation assistance, tuition, and nontraditional occupational entry expenses to single parents, displaced homemakers, and single pregnant women with the greatest financial need. The goal of the CSS grant is to enable this population to become economically self-sufficient through job training and eventual employment. Individuals must utilize all other sources of support before they are eligible for CSS grant funds. CSS provides the critical resources which determine if a student can continue their education or become a dropout.

Adult Participants in the CSS Grant:

- 98% were females
- 72% were between ages 22-44
- 58% had a high school diploma or GED
- 78% were not employed
- 44% reported problems with securing adequate dependent care
- 37% lacked work experience
- 55% lacked work skills
- 20% reported problems with transportation

Depending on the participants' need and availability of resources, the adults participating in the CSS grants received the following support during FY96:

- 35% received transportation assistance
- 63% received tuition assistance
- 34% received educational materials
- 22% received dependent care

The supportive services provided through this grant enabled this population to enroll in needed job training and to eventually enter employment upon completion of their training. Program outcomes for adults receiving CSS for FY96 include:

- 80% enrolled in job training, and of those enrolled;
- 38% completed their job training program,
- 40% were currently enrolled in training programs at the close of the fiscal year

Secondary Participants in the CSS Grant:

The CSS grants served a total of 369 secondary students (grades 8-12) statewide in FY96. The goal for the secondary students participating in this grant is to complete their high school education and to gain occupational skills that will enable them to become economically independent. Some highlights about the secondary CSS grant participants at their entry into their program include:

- 99% were female
- 19% were enrolled in grades 8-10
- 81% were enrolled in grades 11-12
- 77% were living in poverty
- 15% had jobs along with school and parenting responsibilities
- 14% lived in separate households, apart from parents/guardians
- 74% received service through WIC

Depending on the participants' need and availability of resources, the secondary students participating in the CSS grants received the following support during FY96:

- 28% received child care and travel assistance
- 56% received child care assistance only
- 13% received travel assistance only
- 309 dependents (children) received care while the secondary student attended school

These supportive services enabled this population to complete their schooling and to enroll in needed job training in order to eventually enter the workforce. Program outcomes for secondary students receiving CSS for FY96 include:

- 15% graduated from high school
- 36% were promoted to the next grade level
- 16% currently enrolled, or transferred to another school
- 2% dropped out of school (compare to the 60% national dropout rate for teen parents)
- 84% of the 11th and 12th graders served were enrolled in vocational job training programs that will enable them to become economically independent upon entering related employment

2. *Displaced Homemaker*

The Displaced Homemaker Grant is designed to assist individuals who have been out of the labor market taking care of their families make the transition from homemaking to wage earning through education, training, and support services. The program emphasizes personal development, career exploration, employability and resource management skills. In addition, grant standards developed for all Displaced Homemaker programs statewide places particular emphasis on program completers entering job training programs and/or employment where they can expect to become economically self-sufficient.

The Displaced Homemaker Grant served a total of 1,554 participants in FY96. Prior to enrolling in the program, the participants identified multiple barriers to completing their education or gaining employment, which included:

- 29% had no high school diploma or GED
- 54.3% lacked work skills
- 45.3% lacked work experience
- 38.7% reported having problems securing adequate child care
- 22.6% had transportation problem or lacked a driver's license
- 53.6% lacked money for tuition, child care or transportation

The displaced homemaker participants attended a 100 hour program to assist them in setting career goals and establishing a plan to reach goals. Seventy-four percent of the participants needing a high school diploma enrolled in GED; 69% needing to improve basic skills enrolled a basic remediation course; and 47% enrolled in a job training program of study.

3. *Graduation, Occupation and Living Skills (GOALS)*

The Graduation, Occupation and Living Skills (GOALS) Grant enables single parents and homemakers with dependent children who have dropped out of high school to obtain a GED, attain job skills, function as a responsible parent, and become economically independent. The GOALS programs served 313 participants in FY96.

Prior to enrolling in the program, the participants identified multiple barriers to completing their education or gaining employment, which included:

- 98% had no high school diploma or GED
- 95% were not working
- 59% lacked transportation or had no driver's license
- 64% lacked work experience
- 59% reported problems with securing adequate child care
- 7% were ex-offenders

The GOALS participants attended a 100 hour program designed to raise self-esteem, encourage enrollment in an ABLE program, and to establish career goals to be obtained in the next two years.

Results from the program are encouraging. 85% of those participants needing a high school diploma enrolled in ABLE, and 62% needing to improve basic skills enrolled in academic remediation. An additional 10% had progressed enough to enroll in a job specific training program.

4. *VBO*

The Ventures in Business Ownership (VBO) is a program designed to assist single parents, displaced homemakers and single pregnant women explore the option of business ownership and to develop a plan for starting a business. A total of 174 students enrolled in the program in FY96 at 8 full service sites. Demographics of the population at program enrollment were:

- 90% were female
- 71% were between the ages of 22 and 44
- 77% were white
- 68% were employed at the time of application to the program
- 24% were on welfare
- 28% lacked dependent care
- 36% lacked work experience
- 37% lacked work skills

Long-term results from the VBO program are as follows:

- 97% of the participants completed the VBO program
- 98% of the completers developed a business plan
- 50% completed the VBO program and started a business
- 30% receive all their financial support from their business
- 12% did not start a business and sought other education and training
- 13% sought employment related to future business ownership
- 11% entered unrelated employment

B. Achievements and Services for Single Parents, Displaced Homemakers and Single Pregnant Women

Ohio developed and published an annual report on the impact of the single parent and displaced homemaker projects funded through the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. In summary, the secondary recipients increased their

attendance and graduation rates and the adult recipients showed significant gains in employment.

A conference for new GOALS and Displaced Homemaker Coordinators was held October 18, 1995 at Deer Creek State Park. Seven new coordinators were in attendance at the meeting.

A statewide Displaced Homemaker Conference was held October 19-20 at the Deer Creek State Park in Mt. Sterling, Ohio. "Preparing a Winning Grant" was the pre-conference topic and the session was widely attended by Displaced Homemaker coordinators. Phyllis Martin, a national speaker and long time employee of Proctor and Gamble was the key note speaker for the conference and talked about setting goals for "Your Next 4000 Days." Other topics presented at the meeting included "Self-esteem", "Exercise and Fitness", "Healthy Touch" and "Women and Investing in the 90's." The conference was attended by 90 participants and the conference evaluations were very positive.

A new directory which identified the Displaced Homemaker Coordinators from across the state and two displaced homemaker coordinator news letters were published in FY96. Coordinators use this information when referring clients to one another and in keeping up with legislation impacting on their clients.

C. Success Stories

Cincinnati Public Schools - CSS Adult

Joan came to school this year needing desperately to decide how to support herself and her two children. She was alone in Cincinnati. All of her family lived on the east coast. Financial troubles, health concerns, and the sudden loss of her mother left Joan depressed and confused.

Enrollment in the Displaced Homemaker Program and the ABLE/GED program gave Joan time to think, talk, and learn. The support provided through the CSS grant gave her the financial ability to come to school. In those months Joan remediated her skills and built a caring network of friends to help her with her problems. Today, Joan works for a large marketing firm as an accounts representative. She makes $11.75 an hour with full benefits and has achieved the stability she needed.

Tri-County JVS - Secondary

Sue entered our career center as a junior with few high school credits and a two year old for whom she was responsible.

She originally refused to participate in GRADS, our teenage pregnancy program, and felt that she could handle the responsibilities and expenses of parenting on her own. However, in the middle of the school year she decided to participate when she found child care expenses were becoming unmanageable. It was determined that Sue was eligible for CSS funds and her attendance improved as a first year student at the career center.

During her senior year of high school Sue only needed CSS for the first four and one half months of school. She had excellent attendance and grades, took independent studies classes, and completed her vocational training program. She also worked throughout the school year. She was successfully placed in her vocational area of study mid-year and received a $500 scholarship to be used when she enters Hocking Technical College this fall. Her goal is to become an accountant. This bright young woman was able to meet her graduation goal with the help of CSS services.

Trumbull County JVS - Displaced Homemaker

Martina heard about Displaced Homemaker class through an article published in the newspaper. She was divorced, living with her ex-mother-in-law, and working in a factory for under $5.00 per hour. During class she listened attentively to information on self-esteem and

assertiveness, subjects she desperately needed to study as the victim of years of physical and mental abuse. She realized that her extremely strong work ethic, past work experiences, enthusiasm to learn, and her unique life experience as a 1960's refugee from Eastern Europe, made her an ideal employee. She applied for a new factory position the week class ended. The interviewer reinforced what she had learned in class--that she was worth much more than she currently was being paid. She was hired at $10.00 per hour plus benefits, and within a month was promoted to a management position. She credits the Displaced Homemaker class with helping her to believe that she did have much to offer, and giving her the courage to "sell herself" to a prospective employer.

Toledo Public Schools - GOALS

During a student hearing in January, the high school supervisor referred Gina to the GOALS program because of poor attendance.. He commented to her that this was the "last straw". At seventeen, Gina was a mother of two boys, ages three and one. She thoroughly enjoyed the GOALS program and took advantage of many opportunities that were available through the class. Not only did she have perfect attendance, but she was on time to class every day as well. After she completed GOALS, she enrolled in Changes for Youth, a PIC funded youth program housed in the same building. She worked on her basic skills and job maturity skills; and through their assistance obtained a job working 30-40 hours a week at Arby's. In May, Gina took the GED test. Next fall she plans to attend the Owens Community College to enroll in their Dental Hygiene program.

Greene County Career Center - VBO

Juanita completed the VBO class in June 1996. She was a 47 year old displaced homemaker with a serious asthma condition that at times incapacitated her activities. This health condition was serious enough to put her income in jeopardy. By establishing her own commercial cleaning business, Tidy Technicians, with two part-time employees, she is guaranteed an income whether working in the field or with her employees or in an administrative position.

With limited cash, necessary supplies have been purchased and a bid was submitted and won for cleaning a 20,000 square foot office complex. This bid was for $42,000 a year beginning August 5, 1996. Juanita had cleaned private homes in the past, so she had some background, but no idea how to set up a business. Juanita had never used a computer. The VBO class gave her a foundation for her bookkeeping and the development of a business plan on the computer. Juanita said, "Without the VBO class I would have underbid the job and possibly gone broke." She credits the VBO program for helping to make her business a success.

V. Sex Equity Programs (Title II, Part B, Section 222)

A. Students in Nontraditional Programs (Sex Equity)

The Division of Vocational and Adult Education has consistently defined nontraditional programs as those programs in which the base year enrollment percentage for one gender was between 75.1 percent and 100 percent. The FY86, FY87, and FY88 Annual Performance Reports used U.S. Department of Education 1992 base year calculations to determine nontraditional programs.

Under OMB memo number 1830-050 the U.S. Department of Education changed the definition of nontraditional vocational education program or course. The new definition for a non-traditional program or course for a student was one in which the majority (over 50%) of students are of the opposite sex.

In response to the above policy, Ohio and other states expressed concern the new definition failed to focus on the programs where sexual bias is most likely to exist. The U.S. Department of Education, therefore, returned the definition to those programs that have one gender enrollment making up 75.1 percent to 100 percent of total enrollment.

In compliance with the latest program memorandum Ohio has redefined "nontraditional" programs in Ohio using FY92 base year data. The following rosters list the taxonomies which are nontraditional for males and the taxonomies which are nontraditional for females for their district. The Clarification of Instructional Program (CIP) codes for associate degree institutions were revised in FY95 to conform to the standards of the Integrated Postsecondary Education Data Systems (IPEDS) changes. Each service area has been asked to continue its efforts to increase enrollment of students in programs which are nontraditional for their sex.

- In FY96, a total of 7,583 male students were enrolled in secondary vocational education programs nontraditional for their sex, which is a decrease of 384 students over FY95.
- In FY96, a total of 5,530 female students were enrolled in secondary vocational education programs nontraditional for their sex, which is an increase of 496 students over FY95.
- In FY96, a total of 2,798 male students were enrolled in full-time adult vocational education programs nontraditional for their sex, which is a decrease of 218 students from FY95.
- In FY96, a total of 2,109 female students were enrolled in full-time adult vocational education programs nontraditional for their sex, which is a decrease of 1,260 students over FY95.
- In both FY95 and FY96, a total of 1,821 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.
- In both FY95 and FY96, a total of 1,457 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.

Secondary Programs Nontraditional by Sex

Nontraditional for Males	Nontraditional for Females
04.0200 Apparel & Accessories	01.0100 Agricultural Science
04.1800 Recreation & Tourism	01.0104 Farm Management
07.0101 Dental Assistant	01.0200 Agricultural Supplies/Services
07.0203 Medical Lab Assisting	01.0300 Agricultural Industrial Equip. & Services
07.0302 Practical (Vocational Nurse)	01.0400 Food Processing
07.0303 Nurse Assistant	01.0600 Natural Resources
07.0305 Surgical Technician	01.0699 Environmental Management
07.0904 Medical Assistant	01.0700 Forestry
07.0906 Community Health Aide	01.9900 Other Agriculture
07.0913 Ward Clerk	17.0100 Air Conditioning & Heating
07.0998 Diversified Health Occ	17.0200 Appliance Repair

Secondary Programs Nontraditional by Sex (Continued)

Nontraditional for Males

09.0201 Child Care Service
09.0202 Fabric Technology
14.0300 Administrative Office
17.2602 Cosmetology

Work and Family Programs

Nontraditional for Males

09.0102 Child Development (parenting)
09.0103 Clothing & Textiles
09.0109 Housing & Home Furnishings
09.0194 GRADS (see footnote)

Footnote: The GRADS program serves teenage parents and pregnant teens. An analysis of the population indicates that a significant number of the fathers are out-of-school youth, which prevents the attainment of 25% enrollment equity in this program.

Footnote: The only Barbering program in Ohio is in an all male correctional facility of the Department of Youth Services.

Nontraditional for Females

17.0301 Auto Body & Fender
17.0302 Auto Mechanics
17.0303 Auto Specialization
17.0304 Auto Tech
17.0400 Aviation Occupations
17.0401 Aircraft Maintenance
17.0600 Business Machine Maintenance
17.0801 Maritime Occupations
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electrical Trades
17.1004 Masonry
17.1005 Painting & Decorating
17.1007 Plumbing & Pipe Fitting
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1013 Resilient Floor Layer
17.1016 Mobile Home Service Maintenance
17.1100 Custodial Services
17.1200 Diesel Mechanic
17.1300 Drafting Occupations
17.1402 Power Transmission
17.1503 Electronics
17.1504 Communications Equip. Occupations
17.2004 Industrial Lab Assistant
17.2302 Machine Shop
17.2304 Metal Fabrication (heavy)
17.2305 Sheet Metal
17.2306 Welding & Cutting
17.2601 Barbering (see footnote)
17.2801 Fire Fighter Training (paid)
17.3000 Refrigeration Servicing
17.3100 Sm. Engine Repair & Internal Combustion
17.3601 Millwork & Cabinet Making
17.3602 Wood Pattern Making

An analysis of secondary instructional program codes by service area indicated the number of programs that were unbalanced by sex in FY92 baseline year.

- In agricultural education 0 of 13 secondary instructional codes were considered nontraditional for male students.
- In agricultural education 9 of 13 secondary instructional codes were considered nontraditional for female students.
- In marketing education 2 of 19 secondary instructional codes were considered nontraditional for male students.
- In marketing education 0 of 19 secondary instructional codes were considered nontraditional for female students.
- In health occupations 10 of 13 secondary instructional codes were considered nontraditional for male students.
- In health occupations 0 of 13 secondary instructional codes were considered nontraditional for female students.
- In home economics useful 5 of 15 secondary instructional codes were considered nontraditional for male students.

- In home economics useful 0 of 15 secondary instructional codes were considered nontraditional for female students.
- In home economics gainful 2 of 8 secondary instructional codes were considered nontraditional for male students.
- In home economics gainful 0 of 8 secondary instructional codes were considered nontraditional for female students.
- In business education 15 of 20 secondary instructional codes were considered nontraditional for male students.
- In business education 0 of 20 secondary instructional codes were considered nontraditional for female students.
- In trade and industrial education 1 of 47 secondary instructional codes were considered nontraditional for male students.
- In trade and industrial education 37 of 47 secondary instructional codes were considered nontraditional for female students.

Full-time Adult Programs Nontraditional by Sex

Nontraditional for Males

01.0101 Am P&C SM
04.1800 Rec & Tour
07.0101 Dental Assistant
07.0303 Nurse Assistant
07.0305 Surgical Technician
07.0399 Adult Nurse
07.0904 Medical Assistant
07.0998 Diversified Health
09.0201 Child Care
09.0295 Work & Family
09.0296 Multiple Goals
09.0299 Displaced Homemaker
14.0300 Administrative Office
17.2602 Cosmetology

Family and Consumer Sciences

09.0199 Family Life Adult

Nontraditional for Females

09.0205 Community & Home
17.0100 Air Conditioning
17.0200 Appliance Repair
17.0301 Body & Fender
17.0302 Mechanics
17.0304 Auto Tech
17.0400 Aviation Occ
17.0401 Aircraft Mechanic
17.0600 Bus Machines Maintenance
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electricity
17.1004 Masonry
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1200 Diesel Mechanic
17.1300 Drafting
17.1503 Electronics
17.1701 Div Industry
17.1900 Graphic Occupations
17.2302 Machine Shop
17.2305 Sheet Metal
17.2306 Welding
17.2601 Barbering
17.2802 Basic Law
17.2814 Truck Driving
17.2903 Meat Cutting
17.3000 Refrigeration
17.3100 Small Engine
17.3400 Leather Working
17.3500 Upholstery

An analysis of full-time adult instructional program codes by service area indicates the number of programs that were unbalanced by sex in FY92 baseline year.

- In agricultural education 1 of 3 full-time vocational codes was considered nontraditional for male students.
- In agricultural education 0 of 3 full-time instructional codes was considered nontraditional for female students.

- In marketing education 1 of 4 full-time instructional codes were considered nontraditional for male students.
- In marketing education 0 of 4 full-time instructional codes was considered nontraditional for female students.
- In health occupations 6 of 9 full-time instructional codes were considered nontraditional for male students.
- In health occupations 0 of 9 full-time instructional codes was considered nontraditional for female students.
- In home economics useful 1 of 1 full-time instructional code was considered nontraditional for male students.
- In home economics useful 0 of 1 full-time instructional code was considered nontraditional for female students.
- In home economics gainful 4 of 7 full-time instructional codes were considered nontraditional for male students.
- In home economics gainful 1 of 7 full-time instructional codes was considered nontraditional for female students.
- In business education 3 of 5 full-time instructional codes were considered nontraditional for male students.
- In business education 0 of 5 full-time instructional codes was considered nontraditional for female students.
- In trade and industrial education 1 of 34 full-time instructional codes was considered nontraditional for male students.
- In trade and industrial education 29 of 34 full-time instructional codes were considered nontraditional for female students.

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code in FY92 Baseline Year. CIP codes were adjusted in FY95 to conform to new IPEDS standards.

Nontraditional for Males	Nontraditional for Females
01.0603 Ornamental Horticulture	01.0201 Ag Mechanics, General
02.0203 Animal Health	01.0204 Ag Power Machinery
04.0501 Interior Design	01.0301 Ag Production, General
06.0201 Accounting	01.0304 Crop Production
08.0102 Fashion Merchandising	01.0605 Landscaping
08.1104 Tourism	01.0607 Turf Management
08.1199 Tourism & Travel Marketing	02.0206 Dairy
10.0101 Educational Media Technology	02.0501 Soil Science
13.1204 Pre-elementary Education	03.0403 Forest Products Processing Tech
15.0602 Food Processing Technology	03.0601 Wildlife Management
19.0301 Family & Community Services	08.0601 Food Marketing, General
20.0201 Child Care & Guidance Mgmt, Gen.	10.0104 Radio & Television Prod
20.0202 Child Care Assistant	10.0199 Communication Technology
20.0203 Child Care Management	15.0101 Architectural Technology
20.0299 Child Care & Guidance Workers & Managers, Other	15.0201 Civil Technology
20.0404 Dietetic Aide/Assistant	15.0303 Electrical Technology
20.0499 Food Production Mgmt	15.0304 Laser Electro-optic Tech
22.0103 Legal Assistant	15.0399 Electrical & Electronic Tech
25.0301 Library Assistant	15.0401 Biomedical Equipment Tech
43.9999 Protection Services and Other	15.0403 Electromechanical Tech
44.0701 Social Work	15.0404 Instrumental Tech
51.0205 Sign Language Interpreting	15.0501 Air Cond., Heating, Refining
51.0301 Community Health Liaison	15.0603 Industrial Tech
51.0601 Dental Assisting	15.0607 Plastics Tech
51.0602 Dental Hygiene	15.0699 Industrial Production
	15.0801 Aeronautical Tech

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code in FY92 Baseline Year. CIP codes were adjusted in FY95 to conform to new IPEDS standards. (Continued)

Nontraditional for Males

51.0704 Health Unit Management
51.0705 Medical Office Management
51.0707 Medical Records Tech
51.0801 Medical Assisting
51.0803 Occupational Therapy Assistant
51.0805 Pharmacy Assistant
51.0808 Veterinarian Assistant
51.0899 Health and Medical Assistant
51.0902 Electrocardiograph Tech
51.0907 Radiograph Tech
51.0908 Respiratory Therapy
51.0909 Surgical Technology
51.0910 Diagnostic Medical Sonograph
51.1003 Hematology Tech
51.1502 Mental Health Tech
51.1601 Nursing, General
51.1613 Practical Nursing LPN
51.1801 Ophthalmic Dispensing
51.1802 Optometry Technology
51.2306 Occupational Therapy
51.9999 Health Professions & Related Sciences, Other
52.0204 Office Supervising & Management
52.0401 Admin. Assistant/Sec. Science, Gen
52.0402 Executive Secretarial
52.0403 Legal Secretarial
52.0404 Medical Secretarial
52.0405 Court Reporting
52.0407 Information Processing
52.0408 Clerk-Typist/General Office
52.0499 Secretarial & Related Programs
52.0803 Banking & Financial Support Svcs
52.1001 Human Resources/Management

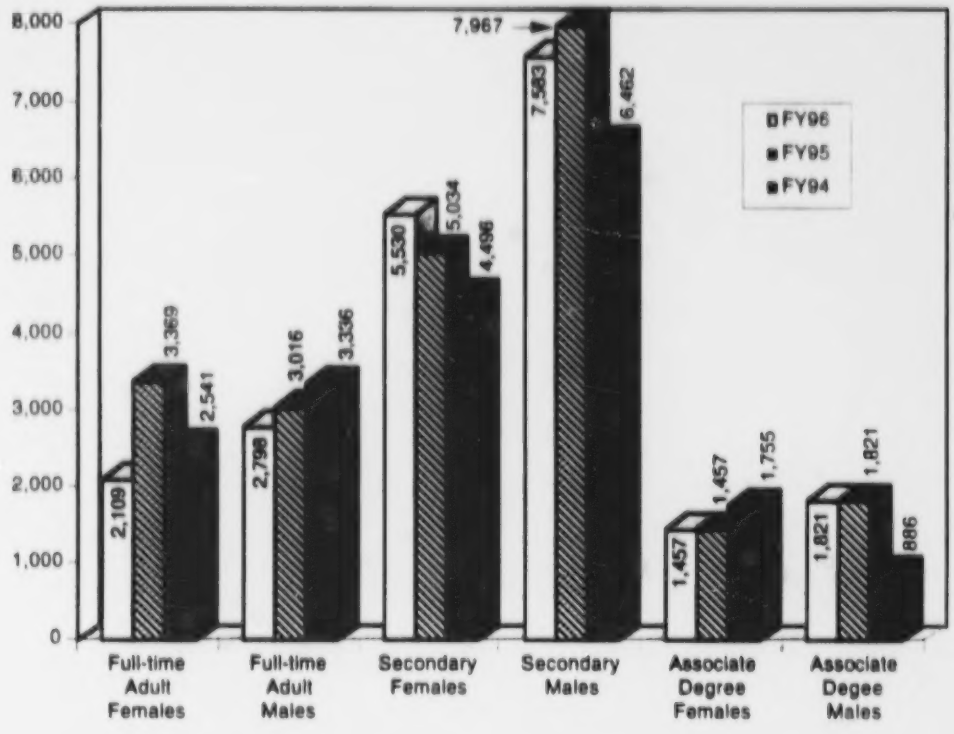
Nontraditional for Females

15.0803 Automotive Tech
15.0805 Mechanical Design Tech
15.0899 Mechanical & Rel Tech & Other
15.1001 Construction Tech
15.9999 Engineering & Related Tech
31.9999 Parks & Recreation
41.0299 Nuclear Tech
43.0201 Fire Control & Safety
43.0299 Fire Protection & Other
46.0302 Electrician
46.0401 Building & Property Management
46.0499 Misc. Mech. & Repairers, Other
46.0501 Plumbing & Steam Fitting
47.0201 Heating & Air Cond & Refrig
47.0303 Ind Equipment Maintenance
47.0401 Electromechanical Hydraulic
47.0603 Automotive Body/Repair
47.0604 Automotive Mechanics
47.0605 Diesel Engine Mechanic
47.0607 Aircraft Mechanical Air Frame
47.0608 Aircraft Mech Power Plant
48.0101 Drafting & Design Technology
48.0102 Architectural Drafting
48.0105 Mechanical Drafting
48.0507 Tool & Die Making
48.0508 Welding
48.9999 Precision Production
52.0205 Operations Mgmt. & Supervision

Enrollment in Programs Nontraditional for Represented Sex

The distribution of secondary, full-time and associate degree students in programs nontraditional for their sex is shown in Figure 2.

FIGURE 2



B. Program Initiatives

Three program grants were funded through the sex equity set-aside in FY96. The funded equity grants included Nontraditional Education for Teens Work (NETWork), Orientation to Nontraditional Occupations for Women (ONOW), and Promoting Access in Technical Education (PATE).

1. NETWork

Nontraditional Education for Teens Work (NETWork) is a one-year vocational education program for female high school students who are interested in exploring nontraditional careers and training programs. The typical NETWork student is considered high-at-risk, and has problems with poor grades, attendance, and low self-esteem. The goal of the program is to keep the student enrolled in high school, build their academic and employability skills, and to enroll them in a nontraditional vocational occupational training program. The program was taught at six sites in FY96 with 102 students enrolling in the program and 79 students completing the program. Demographics of the population served:

- 69% were between the ages 15 and 16
- 43% were African-American or Hispanic
- 22% were court involved
- 66% were poor

Highlights from the program are:

- 81% completed the program
- 77% of program completers enrolled in a vocational occupational training program in 1996-97.
- 41% of program completers enrolled in a nontraditional vocational occupational training program in 1996-97.
- 23% of program completers enrolled in general education or college preparatory program in 1996-97.

2. *ONOW*

Orientation to Nontraditional Occupations for Women (ONOW) is an eight-week vocational training program designed for economically disadvantaged women who wish to enter high wage, nontraditional occupations. The intensive 208 hour program prepares women for careers in construction, manufacturing service, or high tech areas. ONOW students participate in hands-on labs in at least five nontraditional areas. In addition, they participate in physical fitness classes three times a week, enhance their math, mechanical and spatial reasoning skills, and learn to use hand and power tools safely. Demographics of the population served:

- 351 females were served
- 71% completed the program
- 36% were African-American, Native American, Hispanic, or Asian American
- 86% had a high school diploma or GED only
- 65% were single parents or displaced homemakers (either/or)
- 82% were unemployed at intake
- 50% were on public assistance

Eight sites were funded at Adult Vocational Education Full-Service Centers in FY96 with the following outcomes:

- 52% employed in nontraditional jobs at an average wage of $8.83 per hour
- 40% enrolled in nontraditional job training programs
- 3% indentured into registered apprenticeship programs
- 10% enrolled in GED

Four sites were also funded at correctional institutions that serve adult females. The outcomes for these four sites are as follows:

- 257 females were served
- 235 or 91% completed the program

ONOW Correctional Placement Outcomes:

- 35% GED classes
- 40% Nontraditional job training program enrollment or work assignment
- 12% Further treatment or counseling
- 14% Nontraditional employment upon release @ $8.36 per hour
- 10% Traditional employment upon release @ $6.54 per hour
- 6% Traditional job training programs
- 1% Apprenticeship training programs
- 12% Continuing education after release

3. *PATE*

The Promoting Access in Technical Education (PATE) Grant is designed to assist students to become aware of and to enroll in technical education programs because of interest and ability rather than on the basis of gender. The purpose of the grant is to enroll, retain, and

place students in technical education programs nontraditional for their sex. Five grants were funded in FY96.

Typical activities for this grant included:

- mentoring programs for nontraditional program enrollees at the technical college,
- career days to promote the occupation with high school students who would not typically enroll in the program, and
- printing of brochures and flyers to promote the nontraditional career.

C. Achievements and Services to Reduce Sex Bias and Discrimination

A sex equity newsletter was published four times throughout the year and distributed to all secondary and full-time adult vocational teachers, counselors, and administrators in Ohio. Equity grants from across the state were highlighted in the newsletters as well as information on pending legislation.

Two issue papers were also published in FY96. The papers entitled "Students in Danger: Gender Based Violence in Our Schools" and "The School-to-Work Opportunities Act: Equitable Education for All Students" were developed to assist vocational educators to put policies and strategies in place that will result in a more equitable learning environment for all students.

The Equity and Excellence in our Schools grant was issued through an RFP to all VEPDs in FY96. Districts interested in reviewing and analyzing the status of gender equity within their district, and desiring to put into place policies and strategies designed to achieve gender equity, were encouraged to apply for the grant. Seventeen districts received funding for the grant and listed below are some highlights from their individual projects:

- SCIENCE OF TOOLS PROGRAM (Auburn Career Center) - Middle school teachers and principals attended an inservice on tools and technology. Teachers returned to their classrooms with a 55-piece tool set, a smaller box of specialty tools, a workbook and a sample curriculum, "The Science of Tools: Take it Apart and Make It Work". Students have used these materials to take apart small household appliances to see what makes them run. They have kept individual accounts by writing and drawing pictures and recording where and how parts are assembled.

- DESIGNING WOMEN EXPLORE ENGINEERING CAREER OPTIONS (Lakeland Community College) - Women considering an alternative career were introduced to the Engineering Technology course at LCC by redesigning their kitchens and bathrooms with Auto CAD technology. By choosing a task that interested them, the students became comfortable with the technology and several indicated an interest in enrolling in the engineering program for fall.

- MENTORING PROGRAM FOR NONTRADITIONAL CAREERS (Auburn Career Center) - A mentoring program for students interested in nontraditional careers was established targeting girls in construction, engineering and electronics and boys in early childhood education, health care, and cosmetology. Principals and guidance counselors received inservice from a diversity management consultant to help recruit for the program. The inservice included a tour of the Lincoln Electric Robotics Plant. Students selected attended a breakfast in which they received notebooks, journals, and information on their mentor sites. Over 70 students applied for the program and were accepted. Mentors were selected from the Business/Education Speakers Bureau and Visitation Program established by the Board of Education and Chamber of Commerce.

Four regional workshops were held throughout the state for girls enrolled in pre-vocational programs to talk about careers in high math, high tech, and high wage occupations. The two-day workshops were also attended by the student's vocational teacher, guidance counselor, or parent. Students were provided with hands-on workshops in vocational labs such as law enforcement, carpentry, auto technology, and machine trades. Tours of Tech Prep programs at area community colleges were also featured. Sessions for adults included: "Introduction to

Nontraditional Careers", "Communicating with Teenagers", and "Sexual Harassment". The workshops also included math computer activities, team building activities, career assessments, and goals setting sessions. Students reported a renewed interest in nontraditional high-tech careers.

An equity resource center was maintained at The Ohio State University in Columbus for use by educators. The center houses reference materials, curriculum guides, videotapes and scholarly papers on gender equity topics.

Trained equity speakers were available to schools free of charge to share information on career opportunities and encourage bias-free attitudes among school personnel. Topics available included: "Equity and Excellence in the Classroom", "Recruitment and Retention Strategies for Nontraditional Students", "Motivating Your Students Through More Equitable Teaching", "Is Sexual Harassment Going on in Your School?" and "Promoting Success in Math, Science, and Technology". The consultants presented at 100 sessions in FY96 to 4,418 participants.

On February 1 and 2, 1996, a total of 18 ONOW and NETWork coordinators met for a two-day inservice at The Inn at Cedar Falls. Topics covered during the conference included Time on Task in the Classroom, Building Linkages with Community Agencies, and Alternative and Authentic Assessment.

A special Rosie the Riviter luncheon was held to recognize outstanding NETWork and ONOW graduates on May 31, 1996. Over 160 students, coordinators, school administrators, employers and families heard stories of graduates who overcame grim barriers in their quest to become economically self-sufficient. The ONOW and NETWork coordinators also recognized employers in their area who have shown support for the programs by hiring graduates, donating tools and equipment, participating on advisory committees, and providing the opportunity for students to gain hands-on experience at their training facility or work sites.

Staff reviewed current practices in administering the equity programs, including programming, accountability, grant development, and made revisions as appropriate. General emphasis of the grants continues to be on high impact, hands-on programs.

D. Exemplary Programs

1. NETWork

Jennifer missed 36 days of school her freshman year of high school, and nearly failed her freshman year. As a sophomore, she enrolled in the NETWork program and missed only 6 days of school due to illness. She earned 6.5 credits and decided to enroll in graphic arts her junior year. During her junior year she was married, but continued her studies and was on the honor roll every quarter. She also passed all of the proficiency exams. During her senior year she became pregnant , but she made-up the missed work and graduated on time. She is now enrolled at Lima Technical College with a major in Computer Technology. Jennifer credits NETWork for keeping her in school and helping her to get her life back-on-track.

2. ONOW

"Susan", the mother of ten children and several grandchildren, decided to enroll in the ONOW program at Butler County JVS with one of her daughters. During the program, she explored a variety of nontraditional careers and discovered that she had a great interest and aptitude in machine trades technology. Since graduating from ONOW, she has enrolled in the machine trades program at Butler County JVS and is doing exceptionally well. She is looking forward to the day that she can become employed as a machinist and support her large family.

"Carrie" was a single mom who was receiving AFDC and was temporarily housed in a domestic violence shelter when she heard about the ONOW program at Columbus Public Schools. She decided to enroll in the program, and while she attended classes she also enrolled in the GED program and earned her GED. After she graduated from the ONOW program, she was hired as a laborer earning $10.32 per hour. She has recently been

accepted into the Bricklayer's Local 18 apprenticeship training program and will begin classes this fall.

"Darla" was working as a waitress when she entered the ONOW program, earning only $2.65 per hour plus tips. She learned about the program while waiting on a table of ONOW graduates who were having breakfast to celebrate their graduation that day, and she knew when they described the program to her that this was the right direction for her. She graduated from the ONOW program at Pioneer/Madison Adult with perfect attendance, and continued her education in welding through the adult education classes. Her outstanding positive attitude and welding experience led her to a welding position with a leading local manufacturer and she is now earning $11.65 per hour with full benefits. She is a frequent speaker for current ONOW classes, and she has assisted other women in obtaining employment where she works. She recently bought a house and continues to be a strong advocate for this program.

Students' names have been changed for confidentiality.

VI. Criminal Offenders (Title II, Part B, Section 225)

A. Services to Criminal Offenders in Correctional Institutions

- In FY96, a total of 2,494 individuals were enrolled in secondary vocational education programs in correctional facilities.
- In FY96, a total of 1,909 individuals were enrolled in vocational education programs serving the adult population.

Corrections Enrollment

Total enrollment for criminal offenders by education level is shown in Figure 3 and Table 3.

FIGURE 3

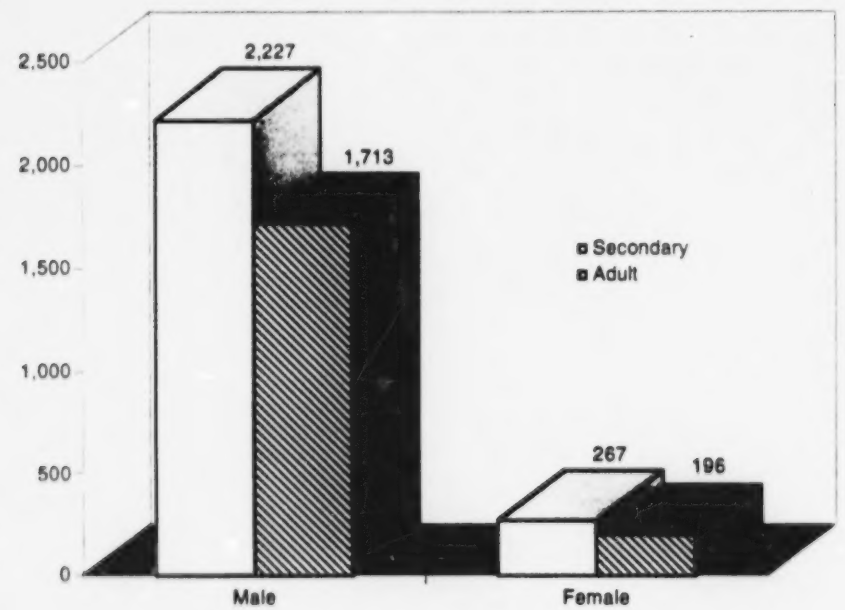


TABLE 3 - Corrections Enrollment by Education Level

	Male	Female	Total
Secondary	2,227	267	2,494
Adult	1,713	196	1,909

Cooperation between the Division of Vocational and Adult Education, the Ohio Department of Youth Services (ODYS), and the Ohio Department of Rehabilitation and Correction (ODR&C), has developed effective funding procedures and technical assistance that support viable vocational education programs within Ohio's youth detention facilities and adult prisons. These programs are designed to meet state minimum program standards, while being adapted to serve unique populations. Services are delivered through 48 programs in 9 institutions at the Department of Youth Services, and 83 programs in 31 institutions at the Department of Rehabilitation and Correction. Technical assistance is provided to both agencies through a

state consultant and a teacher educator. The costs of technical assistance and related support are provided by Carl D. Perkins funds and state dollars in cooperation with ODYS, ODR&C, and the Ohio Department of Education, resulting in expanded opportunities, improved program delivery, and better teacher preparation.

In addition to traditional vocational programming, the Ohio Department of Youth Services operates one Vocational Evaluation Laboratory and a Vocational Transition Program that provides vocational assessment, career information, and transition services designed to facilitate appropriate vocational program selection, with career guidance and successful community reintegration. The Vocational Evaluation program served 162 incoming students as part of a multi-phase assessment program recently enacted at a new, nationally recognized youth reception center. The Vocational Transition Program served 55 students as part of an improved pre-release preparation effort by ODYS. Vocational Education programs provided a viable alternative to crime to 2104 youthful offenders in FY96.

In the adult system, the lack of space and available funds are perennial challenges. Despite these obstacles, several new programs have been established. Two new facilities have been opened, and two more are planned. Vocational education will be an integral part of the educational programming available to inmates in these new facilities in FY97. Currently, 41 programs receive adult funding, 10 receive secondary funding and 32 programs are not funded, but meet state minimum standards. The central office position of vocational director carries full-time responsibility for vocational programs and has vastly improved budgeting and the overall supervision of personnel, equipment, and resources for a statewide system that served nearly 2,300 adult inmate students in FY96.

Institutions Receiving Funds

Department of Rehabilitation and Correction	
Allen Correctional Institution P.O. Box 4501, 2338 North West Street Lima, Ohio 45802-4571 (419) 224-8000	**Grafton Correctional Institution** 2500 South Avon Belden Road Grafton, Ohio 44044 (216) 748-1161
Belmont Correctional Institution 68518 Bannock Road State Route 331, P.O. Box 540 St. Clairsville, Ohio 43950 (614) 695-5169	**Hocking Correctional Institution** P.O. Box 59 Nelsonville, Ohio 45764 (614) 753-1917
Chillicothe Correctional Institution P.O. Box 5500 Chillicothe, Ohio 45701 (614) 773-2616	**Lebanon Correctional Institution** P.O. Box 56 Lebanon, Ohio 45036 (513) 932-1211
Correctional Medical Center 1990 Harmon Avenue Columbus, Ohio 43223 (614) 445-5960	**Lima Correctional Institution** P.O. Box 4571 Lima, Ohio 45802 (419) 225-8060
Correctional Reception Center 11271 State Route 762, P.O. Box 300 Orient, Ohio 43146 (614) 877-2441	**London Correctional Institution** P.O. Box 69 London, Ohio 43140 (614) 852-2454
Corrections Training Academy P.O. Box 207 Orient, Ohio 43146 (614) 877-4345	**Lorain Correctional Institution** 2075 South Avon Belden Road Grafton, Ohio 44044 (216) 748-1049
Dayton Correctional Institution P.O. Box 17249, 4104 Germantown Road Dayton, Ohio 45417-0249 (513) 263-0058	**Madison Correctional Institution** 1851 State Route 56 London, Ohio 43140 (614) 852-9769
Franklin Pre-Release Center P.O. Box 23651 Columbus, Ohio 43223 (614) 445-8600	**Mansfield Correctional Institution** P.O. Box 788 Mansfield, Ohio 44901-0788 (419) 526-2000

Department of Rehabilitation and Correction continued	
Marion Correctional Institution P.O. Box 57 Marion, Ohio 43302 (614) 382-5781	**Orient Correctional Institution** P.O. Box 511 Columbus, Ohio 43216 (614) 877-4367
Montgomery Education & Pre-Release Ctr P.O. Box 17399 Dayton, Ohio 45418-2312 (513) 262-9857	**Pickaway Correctional Institution** P.O. Box 209 Orient, Ohio 43146 (614) 877-4362
Noble Correctional Institution 15708 State Route 78 P.O. Box 278 Caldwell, Ohio 43724 (614) 732-5188	**Ross Correctional Institution** P.O. Box 7010 Chillicothe, Ohio 45601 (614) 744-4182
North Central Correctional Institution 670 Marion-Williamsport Road East Marion, Ohio 43301 (614) 387-7040	**Southern Ohio Correctional Facility** P.O. Box 45699 Lucasville, Ohio 45699 (614) 259-5544
Northeast Pre-Release Center 1675 East 30th Street Cleveland, Ohio 44115 (216) 241-1325	**Southeastern Correctional** 5900 B.I.S. Road Lancaster, Ohio 43130 (614) 653-4324
Oakwood Correctional Facility 3200 North West Street Lima, Ohio 45801 (419) 225-8052	**Trumbull County Correctional Institution** 5701 Burnett Road Leavittsburg, Ohio 44430 (216) 898-0820
Ohio Reformatory for Women 1479 Collins Avenue Marysville, Ohio 43040 (513) 642-1065	**Warren Correctional Institution** P.O. Box 120 Lebanon, Ohio 45036 (513) 932-3388
Ohio Department of Youth Services	
Cuyahoga Hills Boys School 4321 Green Road Highland Hills, Ohio 44128 (216) 464-8200	**Ohio River Valley Youth Center** 4696 Gallia Pk Franklin Furnace, Ohio 45629 (614) 353-3025
Circleville Youth Center 840 Island Drive, P.O. Box 676 Circleville, Ohio 43113 (614) 477-2500	**Riverview School for Boys** 7990 Dublin Road Delaware, Ohio 43015 (614) 881-5531
Indian River School P.O. Box 564 Massillon, Ohio 44646 (216) 837-4211	**Scioto Village School** 5993 Home Road Delaware, Ohio 43015 (614) 881-5531
Maumee Youth Center RFD #2 Liberty Center, Ohio 43532 (419) 875-6965	**Training Institution of Central Ohio** (TICO) 2130 West Broad Street Columbus, Ohio 43223 (614) 466-8350
Mohican Youth Center P.O. Box 150 Park Road Loudonville, Ohio 44842 (419) 994-4127	

VII. Special Populations (Title I, Part B, Section 118)

This section is a report of activities during the period July 1, 1995 through June 30, 1996, which served the specific population identified under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). Each target population is presented separately with a summary of activities. The comprehensive enrollment table is presented at the end of this section.

A. Persons with Disabilities

- In FY96, a total of 38,954 students with disabilities (SWD) were enrolled in secondary vocational education programs. Students with disabilities made up 12.2% of the 319,135 students enrolled.
- In FY96, a total of 14,346 students with disabilities were enrolled in secondary job-training vocational education programs. The students with disabilities made up 14.9% of the 95,655 students enrolled.
- In FY96, a total of 824 students with disabilities were enrolled in full-time postsecondary adult vocational education programs.
- The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY95 completers indicates that 90.0% of secondary level students with disabilities available for military & civilian employment were employed in March of 1996.
- The success of programs and services is evident in the employment rate of postsecondary adult completers. Follow-up data on FY95 completers indicates that 100% of students with disabilities available for civilian and military employment were employed in March of 1996.

Secondary Enrollment Students with Disabilities

The Division of Vocational and Adult Education has continued to maintain ongoing and effective cooperation with the Division of Special Education. The two divisions have developed and implemented a programmatic continuum to provide vocational education services to persons with disabilities.

These efforts continue to enhance the accessibility of vocational education for students with disabilities. To assure each VEPD is addressing the unique needs of students with disabilities, each VEPD Plan is reviewed. The division continues to maintain cooperation with the Ohio Rehabilitation Services Commission and the Ohio Bureau of Employment Services to assure effective school-to-work and adult seniors support for youth with disabilities, including supportive employment.

The Division of Vocational and Adult Education has encouraged each eligible VEPD recipient to develop and provide vocational evaluation and career development services. Vocational evaluation is provided to determine an individual's potential to succeed in a vocational education program.

The development of the assessment process (vocational evaluation) has special significance because of major efforts to integrate the program into state and local funding patterns. During FY96, 119 full-time secondary vocational evaluation units were supported through the state's school foundation system.

Our vocational objective is to serve over 50% of the students with disabilities in each VEPD. Vocational planning districts' efforts are designed to provide a full continuum of vocational services to individuals with disabilities with primary emphasis on integration into regular job training programs. Examples of support services supported by the vocational planning districts include, but are not limited to, the following:

- adaptation of curriculum materials
- adaptation or modification of equipment
- basic skill remediation

- applied academic intervention
- inservices and preservices training for teachers
- support career development activities for vocational directed students
- teacher assistants
- tutorial services
- interpreter services
- job coaches/trainers
- transition services

To expand the continuum of vocational education placement options, pilot vocational job training coordinator units were developed during FY86 and supported through the state's school foundation system. In FY96, 117 secondary units were funded in Ohio. These programs are developed for the severely disabled, multi-disabled, and/or severely behavioral disabled school age students, and match the individual with a specific job in a community. The units represent a major step toward assuring that all disabled students have an opportunity to benefit from vocational training. They have had a major impact on improving the local coordination between special education, vocational and adult education, vocational rehabilitation services, mental retardation and developmental disability services, private industry councils and other service providers.

B. Limited English Proficient (LEP) Persons

- In FY96, a total of 1,000 LEP students were enrolled in secondary vocational education programs.
- In FY96, a total of 169 LEP students were enrolled in secondary job training vocational education programs.
- In FY96, a total of 356 LEP students were enrolled in full-time postsecondary adult vocational education programs.

Limited English Proficiency Secondary Enrollment

Primarily, the limited English proficiency population served consisted of the Spanish speaking population. Program services developed for the limited English proficiency populations include the following:

- training for occupational skills,
- language usage and development,
- reading usage and development, and
- computational usage and development.

The major thrust of special needs programs provided to limited English proficiency persons was placed upon skill and related skill development.

The emphasis included special strategies and approaches such as:

- special curriculum,
- special instructional materials,
- interpreters,
- bilingual instructional presentations, and
- individual counseling services.

C. Disadvantaged Persons

- In FY96, a total of 97,688 disadvantaged students were enrolled in secondary vocational education programs. Disadvantaged students made up 28.9% of the 338,283 students enrolled.
- In FY96, a total of 34,795 disadvantaged students were enrolled in secondary job training vocational education programs. The disadvantaged students made up 36.4% of the 95,655 students enrolled.

- In FY96, a total of 15,648 disadvantaged students were enrolled in full-time postsecondary adult vocational education programs. The disadvantaged students made up 24.8% of 63,073 students enrolled.
- The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY95 completers indicates that 93.8% of disadvantaged students available for military and civilian employment were employed in March of 1996.
- The success of programs and services is evident in the employment rate of postsecondary adult program completers. Follow-up data of FY95 completers indicates that 96.3% of disadvantaged students available for civilian and military employment were employed in March of 1996.

Disadvantaged Secondary Enrollment

Special needs programs to serve disadvantaged populations are designed to provide supplemental or additional staff, equipment, materials and services not provided to other individuals in vocational education that are essential for individuals who are disadvantaged to participate in vocational education.

These services included the following:

- teacher aides and technicians,
- special instructional materials and adaptive equipment,
- modification of instructional techniques,
- remediation of basic skills,
- contracted training,
- utilization of vocational evaluation,
- counseling services,
- job counseling and job placement services, and
- work-study experiences.

Disadvantaged Postsecondary Adult Enrollment

Special needs programs for adults were initiated, developed, and supported in several LEAs to provide skill development programs for out-of-school adults. The out-of-school adult is defined as that person over 18 years of age not attending regular in-school programs and in need of skill development and/or upgrading.

A major effort to provide special needs programs for adults emphasized the need to provide basic skill development applicable to the occupation for which the adult is being trained.

Examples of services provided include the following:

- special curriculum,
- special instructional materials,
- remedial reading and computational services,
- bilingual training services,
- counseling,
- employability skills, and
- career development.

Special needs adult and secondary programs utilized the cooperative efforts of many agencies at the local level. Cooperative agencies provide assistance through matching program support monies, stipends for participants, health services, endorsements, and placement services. In addition to the state educational services, other state and local agencies that provide services include the following:

- Ohio Department of Human Services
- Ohio Bureau of Employment Services
- Ohio Rehabilitation Services Commission

- Job Training Partnership Act/Private Industry Council
- community mental health agencies
- local united fund agencies
- county juvenile courts (Hamilton, Cuyahoga, Summit)
- Spanish American Committee
- Urban League
- local hospitals and adolescent centers

Cooperation has become a key word in Ohio's adult vocational education. State interagency agreements between The Ohio Department of Education, Division of Vocational and Adult Education (ODE) and The Ohio Department of Human Services (ODHS) have been signed that encourage stronger linkages between local and state agencies. These agreements enable adult vocational education to better service the residents of their districts. The target populations for these agreements are those individuals currently being served under the federal Job Opportunities and Basic Skills (JOBS) programs.

The first interagency agreement was signed November, 1991 and reviewed in July, 1993. The goal of the agreement is to allow JOBS eligible recipients to take advantage of the highly effective and cost efficient adult job training programs available through joint vocational and comprehensive schools. The agreement will assist in paying for tuition, books and supplies in job training programs. This will better enable recipients to move from welfare dependency to self-sufficiency. School districts will benefit with the tuition reimbursement agreement by accessing a method to serve disadvantaged adults who reside within the district. Providing a means by which adults can move from welfare to work can positively change the economic and social well being of a school system and community.

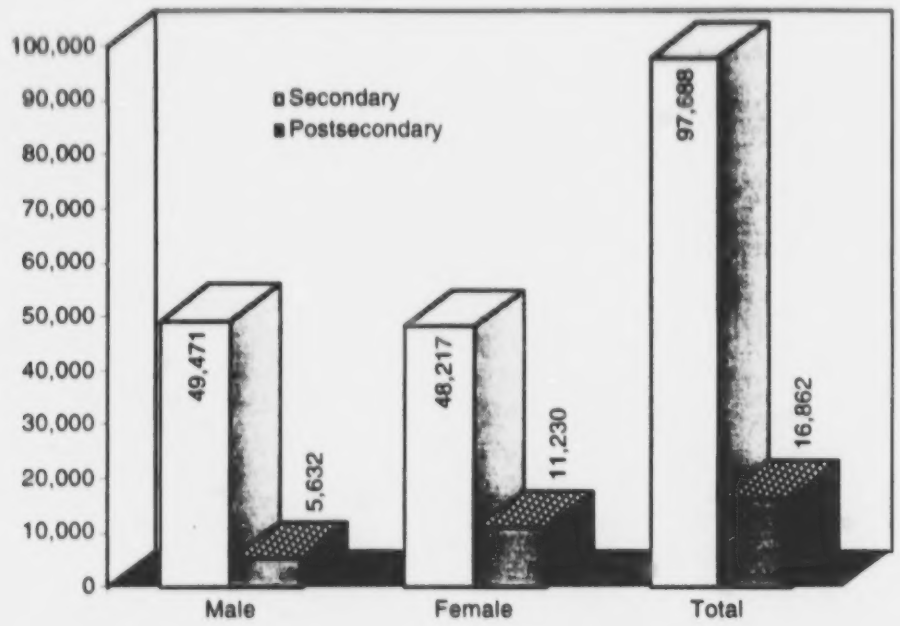
Comprehensive vocational assessment is the focus of the second interagency agreement signed February, 1992, and expanded in September, 1992 and July, 1993. A total of thirty-two (32) sites have been selected through an application process. These sites are providing comprehensive assessment procedures for JOBS participants. Vocational assessment means testing to measure skills, interest, aptitudes and abilities for various jobs; evaluation of potential for new skill training; and assistance in career development. The goal is to aid a JOBS client in appropriate career selections in regards to their skills, interests, aptitudes and abilities. As a result of the comprehensive assessment, individuals will be placed in an educational program in which they are interested and have the ability to complete.

Ohio's adult vocational education has a unique and satisfying role to play in these endeavors. Through these interagency agreements, it will be possible to further address and serve local and state community needs. Client, as well as teacher satisfaction, should be very high. Research indicates that if individuals feel they can be successful in a program/course, greater learning can be achieved. Therefore, Ohio's adult vocational community will continue in delivering educational excellence.

Disadvantaged Enrollment

Total disadvantaged enrolled by educational level is shown in Figure 4.

FIGURE 4



D. Summary

The total summary of all requested enrollment data is shown in tables 4 through 4c. The tables together provide a comprehensive view of all enrollments by sex and education level. The documentation for the tables is presented immediately following Table 4c.

Table 4

SECONDARY ENROLLMENT State Ohio				Period report covers: July 1, 1995 through June 30, 1996 Name: Robert D. Sommers					OMB No. 1830-0503 Exp. 10-21-96 Phone: 614-466-2095			Page 1
	Unduplicated Only			Unduplicated and Duplicated (put duplicated in parentheses)								
OCC Program Area	Total Enrollment	TOTAL Male	TOTAL Female	Reg. VOC-TE-ED	Disadvantaged	LEP	Students with Disabilities	Corrections	SP/DH/ SPW	Sex Equity (Nontrad)	Adult	Completer
Agricultural Education	21,184	15,657	5,527	14,356	3,762	11	3,055	N/A	N/A	4,332	N/A	2,209
Marketing Education	7,682	3,622	4,060	5,456	1,682	3	541	101	N/A	11	N/A	2,819
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family and Consumer Sciences Ed (Work & Family)	199,493	80,411	119,082	130,246	45,187	782	23,278	702	N/A	5,324	N/A	N/A
FCS Job Training	5,206	1,422	3,784	1,553	1,982	15	1,676	14	N/A	85	N/A	1,294
Trade & Industry	43,233	32,028	11,205	14,804	21,789	82	8,758	880	N/A	1,270	N/A	9,794
Health Occupations	4,126	408	3,718	2,537	1,295	13	281	N/A	N/A	239	N/A	1,252
Business Education	13,888	2,727	10,961	8,898	3,965	48	979	98	N/A	1,199	N/A	4,048
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRAND TOTAL	294,812	136,275	158,337	177,450	79,642	952	38,568	1,795	0	12,460	0	21,106

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Table 4a

Secondary Enrollment State Ohio	Period report covers: July 1, 1995 through June 30, 1996 Name: Robert D. Sommers							OMB No. 1830-0503 Exp. 10-21-98 Phone: 614-466-2095		Page 2
	Unduplicated and Duplicated (put duplicated in parentheses)									
	Linkage				Placement for FY96 Completer					
OCC Program Area	Tech Prep	Co-op	Appr	Wk-Study	Continuing Education	Employed Related	Employed Other	Mil	Other	Current Secondary Teachers *
Agricultural Education	N/A	834	N/A	N/A	1,788	1,960	682	155	411	804
Marketing Education	N/A	4,689	N/A	N/A	1,800	2,395	352	137	362	326
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family and Consumer Sciences Ed (Work & Family)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1,634
FCS Job Training	N/A	578	N/A	N/A	481	885	295	33	351	293
Trade & Industry	N/A	13,472	N/A	N/A	3,901	7,839	2,511	707	1,885	1,494
Health Occupations	N/A	770	N/A	N/A	524	767	283	43	268	209
Business Education (VOED only)	N/A	2,582	N/A	N/A	2,421	2,990	1,125	138	944	793
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRAND TOTAL	N/A	22,925	N/A	N/A	10,915	16,836	5,248	1,213	4,201	5,253

* Report only includes funded teachers. Report excludes 587 OWE & Occupational Lab Technicians. Report excludes 824 OWA teachers. Report excludes all academic teachers.

Table 4b

Postsecondary Enrollment State Ohio	Period report covers: July 1, 1995 through June 30, 1996 Name: Robert D. Sommers								OMB No. 1830-0503 Exp. 10-21-98 Phone: 614-466-2983			Page 1
	Unduplicated Only			Unduplicated and Duplicated (put duplicated in parentheses)								
OCC Program Area	Total Enrollment	TOTAL Male	TOTAL Female	Reg. VOC-TE-ED	Disadvantaged	LEP	Students with Disabilities	Corrections	SP/DW SPW	Sex Equity (Nontrad)	Adult	Completer
Agriculture Education	10,107	5,959	4,148	9,781	256	0	70	N/A	N/A	2	10,107	1,991
Marketing Education	11,083	5,201	5,882	10,856	180	14	33	N/A	N/A	N/A	11,083	336
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family and Consumer Sciences Ed (Work & Family)	6,553	1,787	4,766	5,426	971	76	80	195	N/A	729	6,553	N/A
FCS Job Training	13,257	2,187	11,070	10,929	2,591	90	247	N/A	N/A	1,662	13,257	183
Trade & Industry	57,478	49,669	7,809	54,311	2,989	61	117	171	N/A	2,075	57,478	2,229
Health Occupations	32,047	14,425	17,622	28,974	2,972	4	97	N/A	N/A	132	32,047	3,409
Business Education (VOED only)	57,207	18,295	38,912	54,729	2,258	24	196	83	N/A	237	57,207	1,990
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRAND TOTAL	187,732	97,523	90,209	175,006	12,217	269	840	390	0	4,837	187,732	8,960

- Technical education row includes all Fall 1995 IPEDS enrollment in occupationally specific programs regardless of service area in Ohio's public associate degree granting institutions. This is the same data reported last year since IPEDS is only collect bi-annually.
- IPEDS includes no distinctions for students with disabilities, LEP, and disadvantaged students.
- Sex Equity (nontrad) column figure applies only to full-time adult programs in FY96.
- FCS is the abbreviation for Family and Consumer Sciences Education, formerly titled Home Economics Education.
- Completer data does not represent all adult programs.

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Table 4c

Postsecondary Enrollment State Ohio	Period report covers: July 1, 1995 through June 30, 1996 Name: Robert D. Sommers							OMB No. 1830-0503 Exp. 10-21-95 Phone: 614-466-2095	Page 2
		Unduplicated and Duplicated (put duplicated in parentheses)							
		Linkage			Placement for FY95 Completer				
OCC Program Area	Tech Prep	Co-op	Appr	Wk-Study	Continuing Education	Employed Related	Employed Other	Mil	Other	Current Full-time Adult Teachers
Agricultural Education	N/A	0	0	N/A	1,014	1,300	61	0	32	42
Marketing Education	N/A	26	0	N/A	7	254	2	0	7	63
Technical Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Family and Consumer Sciences Ed (Work & Family)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34
FCS Job Training	N/A	14	0	N/A	31	110	23	0	47	59
Trade & Industry	N/A	79	0	N/A	452	1,686	386	4	479	286
Health Occupations	N/A	253	5,639	N/A	334	2,379	138	3	412	285
Business Education (VOED only)	N/A	89	0	N/A	452	1,320	149	0	319	174
Technology Ed/Industrial Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GRAND TOTAL	N/A	461	5,639	N/A	2,290	7,049	739	7	1,296	923

IPEDS follow-up data does not include printouts for placement, although Ohio Board of Regents collects follow-up information.
The data is not consistent with any standard taxonomical system such as the classification of instruction programs (CIP).

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Performance Report Documentation

1. **Disabled** (postsecondary)	Includes all individuals enrolled in full-time and part-time adult programs and reported as disabled in Box 16 of the VE-22 Vocational Education Closing Report. Totals here may show limited duplicate counts with disadvantaged totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals with any disability as defined in Section 3 (2) of the Americans With Disabilities Act of 1990.
2. **Disadvantaged** (postsecondary)	Includes all individuals enrolled in full-time and part-time adult programs and reported as disadvantaged in Box 18 of the VE-22 Vocational Education Closing Report. Total here may show some duplicate counts with disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
3. **Limited English Proficiency** (postsecondary)	Includes all LEP individuals enrolled in full-time and part-time adult programs and reported in Box 17 of the VE-22 Vocational Education Closing Report. Totals may include some duplicate counts with disadvantaged and disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified in their individual student records reported through EMIS as LEP. Limited English Proficiency: has the meaning given such term in Section 703 (a) (1) of the Elementary and Secondary Education Act of 1965. The LEA superintendent shall determine the method and the staff persons responsible for identifying LEP students. Substantive evidence of a LEP condition must be kept on file for each student so identified.
4. **Equal Access** (Non-traditional programs)	Instructional programs that have historically served a disproportionate number of students from one gender were identified as target program for review. In 1989 the U.S. Department of Education changed the definition of nontraditional programs. Nontraditional programs for males are those programs whose female enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. For FY90 and FY91 only secondary totals were available. New baseline standards were established for secondary, full-time adult and associate degree programs in FY92.
5. **Adult Totals**	Include total enrollments for all postsecondary full-time adult (long-term), part-time (short term), and apprenticeship programs. Single parent/displaced homemaker totals and correction totals are subsumed within the above categories.

6. **Single-Parent Homemaker**	Totals are maintained within the Family and Consumer Sciences Education Service. They are also reported within the part-time and full-time adult totals.
7. **Corrections**	Secondary correction totals include all programs operated within the Ohio Department of Youth Services (ODYS) and the Ohio Veterans' Children's Home and the Ohio Central School System of the Department of Rehabilitation and Corrections. Postsecondary adult corrections' totals include all programs operated under the Ohio Central School System of the Department of Rehabilitation and Corrections.
8. **Consumer Homemaking**	Includes all students in programs labeled as home economics useful. Adult totals include some totals listed under the single parent/displaced homemaker programs.
9. **Total Unduplicated Count**	Includes the grand totals for all students in each category adjusted to eliminate duplicate counts.

VIII. State Leadership and Professional Development (Title II, Part A, Section 201)

A. Personnel Development

1. *Regional Personnel Development Centers*

Five Vocational Education Regional Personnel Development Centers were created in FY87, culminating a three-year effort to reform and update teacher education for the 1990s and beyond. Discussion for conversion to a regional personnel development center concept began in FY84. The National Center for Research in Vocational Education was commissioned to conduct a vocational education teachers' inservice training needs assessment which was completed in April of 1986.

Numerous factors have brought about changes in the linkage pattern of Ohio's vocational teacher education providers and the Ohio Department of Education. These factors include (1) the narrowing federal agenda for vocational education support, (2) the need for teacher education reform, (3) concerns regarding the accessibility of services to teachers in some geographical regions, and (4) the increased need for consistent accountability.

To address these and other concerns, the division moved from the funding of vocational teacher education via salary subsidy or entitlement grants to a system of performance based contracts provided at five regional centers. The five regional development centers in Ohio were created to (1) prepare teachers recruited from business and industry, (2) provide inservice to educate and upgrade all vocational education teachers, and (3) conduct research. Declining resources have placed the majority of effort on the first purpose.

Through an RFP process the center concept was announced to all state-funded teacher education institutions that offered at least one certification area in vocational teacher education. Standards for the RFP were created with input from the Vocational Education Personnel Development Coordinating Council which has an internal and external review committee to select the best applicant for each region. The five selected center proposals were approved for a three-year period. The second three-year cycle began July 1, 1990, and concluded June 30, 1993. The third three-year cycle began July 1, 1993 and concluded on June 30, 1996. However, a one-year extension was granted, consistent with the funding of the Perkins Act.

During FY96 the five Personnel Development Regional Centers and their directors were:

Region	Director	University
Northeast	Dr. Alice Darr	Kent State University
Southeast	Dr. Terry Harvey	Ohio University
Central	Dr. Wes Budke	The Ohio State University
Southwest	Dr. Donna Courtney	Wright State University
Northwest	Dr. Robert Berns	Bowling Green State University

During FY96, 436 teachers recruited from business and industry were enrolled in inservice certification programs leading to the attainment of a standard four-year provisional teaching certificate in vocational education. Table 5 shows the distribution of students by regional personnel development center.

Beginning FY93, other teacher education for corrections teachers, Occupational Work Adjustment (OWA) teachers, Occupational Work Experience (OWE) teachers, and vocational evaluators were moved from the entitlement grant with salary subsidy's for individuals to the regional center system. A total of 242 teachers were served in FY96. Effective July 1, 1992, all funded teacher education services were delivered through the five regional centers.

In FY94, a three-year pilot was initiated that merges OWA and OWE teacher education in one region. Kent State University is piloting this program in the northwest region. Each year of the pilot provide indicators of success for continuance. Grants for special teacher education (OWA, OWE, DCT, and DCHO) were discontinued at the close of FY96.

An individual competency based education plan for each novice teacher was a new regional personnel development center grant requirement implemented for FY94. The plan specifies the competencies to be addressed, the method of acquisition, and the documentation of attainment. The individual plans were continued in FY96.

A grant with a commissioned research study, "Alternative Delivery Systems for Vocational Teacher Education", was awarded to the Northwest Center at Bowling Green State University under the direction of Robert Berns. The design of the study included multiple focus groups, literature review, and a comparison of the delivery of vocational teacher education throughout the United States. A proposed model to serve four population groups resulted from the study.

TABLE 5 - Summary of Funded Teacher Education Activities in FY96

Personnel Development Center Inservice Certification Program	**Total Teacher Quarter Hours**	**Number of Teachers**	**% of Total Teachers**
BGSU/UT	601.5	73	16.7%
Kent State University	158.3	163	37.4%
Ohio University	569	49	11.2%
Ohio State University	664	56	12.8%
Wright State University	997	95	21.8%
TOTAL	4,415.5	436	100%
Other Teacher Education			
Corrections Teachers OSU	278	26	
OWA Teachers OSU	191	31	
OWA and OWE Teachers KSU	894	122	
Evaluation KSU	264	44	
DCT/DCHO BGSU/UT		19	
TOTAL	1,627	242	
GRAND TOTAL	6,042.5	678	

2. *Ohio Vocational Education Leadership Institute (OVELI)*

The Ohio Vocational Education Leadership Institute (OVELI) was established during FY91. The mission of OVELI is to prepare quality vocational education leaders who are both competent in various settings such as local leadership and state leadership and working with legislators and professional or trade associations. In December 1992, 23 participants completed the 12-month institute. Participants are tracked for entering leadership roles and administrators, expanding current roles, and changing to perceived higher roles. The chart below depicts the career development paths of the OVELI classes of 1991, 1992, 1993, 1994 and 1995. The OVELI class of 1996 will complete in December 1996. Formal research has been conducted with the classes of 1992, 1993, 1994, and 1995 is being continued with the class of 1996. Based on the Leadership Behavior Questionnaire, pretest and post-test comparisons, participation in OVELI is making a difference in leadership behavior of the participants.

TABLE 6 - OVELI Class Participation

During FY96	Entered Adm Role	Expanded Current Role	Changed to Perceived Higher Role	Total
OVELI '91 (23)	2	4	11	17(73.9%)
OVELI '92 (23)	0	8	12	20(87.0%)
OVELI '93 (26)	0	6	11	17(65.3%)
OVELI '94 (23)	3	3	11	17(73.9%)
OVELI '95 (24)	0	3	5	8(33.3%)
OVELI '96 (25)	0	1	2	3(12.5%)

3. *Individual Professional Development Plans*

To foster the continuous improvement process for Ohio's vocational educators, four model documents (Individual Professional Development Plans) have been developed and disseminated. Model documents have been prepared for teachers, administrators, student services personnel, and state staff. Professional development is a component to be addressed in each VEPD strategic plan and is also a component in the MaPP process. A review of the VEPD Plan Evaluations provided the information in the Professional Development table below. Technical assistance with an emphasis on staff development, enhancement, and continuous improvement is provided to district personnel. To assist VEPDs in delivering specific topics, 100 programs were provided that offered continuing education units. The concentrations of these programs were as follows: Equity, 7; Technological Currency, 11; and Professional Competency, 82. An All Ohio Vocational Education Conference was planned and conducted with approximately 3,500 vocational educators in attendance. The conference featured 241 sessions with these content areas as follows: Equity, Technological Currency, and Professional Competency. Strengthening teaching and increased student learning gains were intended outcomes.

TABLE 7 - FY96 VEPD Evaluation Professional Development

	Total Vocational Educators	Number of VEPDs	Percent of VEPDs	Average VEPDs
Teachers/Admin. with Prof. Dev. Plans	4,251	78	81.7%	56
Support Staff with Prof. Dev. Plans	611	56	60.2%	11
Voc. Staff with Equity Inservices	3,840	78	83.9%	49
Staff Participating (Technology Update)	3,116	87	93.5%	36
Staff Participating (Prof. Competencies)	3,681	82	88.2%	45

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B. Vocational Student Organizations

Total secondary level membership in Ohio's vocational student leadership organizations for 1995-1996 was 84,513. Members of FFA, DECA, FHA/HERO, Business Professionals of America, and VICA were involved in leadership, citizenship, and character development activities.

TABLE 8- Secondary Vocational Student Organization Enrollment As a Percentage of Opening Enrollment

	AG	BE	ME	FCS	T&I
FY92					
Total Enrollment	15,441	15,133	6,842	96,454	43,042
VSO Enrollment	15,064	11,139	5,137	16,718	27,000
VSO%	97.56%	73.61%	75.08%	16.90%	62.73%
FY93					
Total Enrollment	16,976	14,439	7,114	99,118	42,766
VSO Enrollment	16,872	10,662	5,317	17,652	28,222
VSO%	99.39%	73.98%	74.74%	17.81%	65.99%
FY94					
Total Enrollment	17,799	13,730	7,072	106,282	42,505
VSO Enrollment	17,299	10,190	5,122	16,680	27,147
VSO%	97.19%	74.22%	72.43%	15.69%	63.87%
FY95					
Total Enrollment	18,493	13,072	6,921	107,886	42,305
VSO Enrollment	19,778	9,437	5,182	19,007	26,250
VSO%	106.95%	72.42%	74.87%	17.61%	62.05%
FY96					
Total Enrollment	21,184	13,688	7,682	112,804	43,233
VSO Enrollment	20,462	9,478	5,298	20,498	28,777
VSO%	96.6%	69.24%	68.97%	18.20%	66.56%

The FY92 ratio for HERO participation among Job Training Programs is 70.57% (3,468/4,914)
The FY93 ratio for HERO participation among Job Training Programs is 74.46% (3,697/4,965)
The FY94 ratio for HERO participation among Job Training Programs is 70.92% (3,560/5,020)
The FY95 ratio for HERO participation among Job Training Programs is 72.54% (3,565/4,914)
The FY96 ratio for HERO participation among Job Training Programs is 65.95% (3,732/5,658)

The FY92 ratio for FHA participation among Family and Consumer Sciences Programs is 15.86% (13,250/83,540)
The FY93 ratio for FHA participation among Family and Consumer Sciences Programs is 14.82% (13,955/94,153)
The FY94 ratio for FHA participation among Family and Consumer Sciences Programs is 12.96% (13,120/101,262)
The FY95 ratio for FHA participation among Family and Consumer Sciences Programs is 13.57% (13,972/102,972)
The FY96 ratio for FHA participation among Family and Consumer Sciences Programs is 15.50% (16,584/106,946)

The FY92 ratio for T & I Programs without Occupational Work Experience (OWE) is 75.41% (24,000/31,824)
The FY93 ratio for T & I Programs without Occupational Work Experience (OWE) is 85.05% (27,105/31,869)
The FY94 ratio for T & I Programs without Occupational Work Experience (OWE) is 84.84% (27,147/31,999)
The FY95 ratio for T & I Programs without Occupational Work Experience (OWE) is 82.28% (26,250/31,904)
The FY96 ratio for T & I Programs without Occupational Work Experience (OWE) is 94.66% (28,777/30,399)

C. Equipment

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 allows for the purchase of equipment under several sections of the act. The Division of Vocational and Career Education has established procedures in line with the definitions and guidelines of the Education Department General Administrative Regulations (EDGAR). These procedures are used in requesting approval to purchase equipment and, after purchase, requesting

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reimbursement and maintaining inventory records. Specific forms have been developed for secondary and adult grants, for secondary supplemental equipment grants, and for two-year college grants.

An analysis of the FY96 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics:

1. ***Adult Postsecondary Grants***

   - Only 3.55% of the grant dollars were used to purchase equipment $99,721.08

2. ***Secondary Grants***

   - Only 4.40% of the grant dollars were used to purchase equipment $1,165,883.13

3. ***Postsecondary Associate Degree Grants***

   - Only 4.19% of the grant dollars were used to purchase equipment $76,316.87

IX. Community Based Organizations (Title III, Part A, Sections 301 & 302)

In FY88, Community Based Organization (CBO) dollars were allocated based on the federal formula distribution as was done with funds for the disabled and disadvantaged set asides. As a result, the numbers of secondary, adult and postsecondary students served were included with the same taxonomy used for disadvantaged persons served and are not currently available as a separate count. Recognizing a greater necessity to maintain accountability, both for funds allocated to eligible recipients and for individuals served, the Division of Vocational and Adult Education, on July 1, 1988, established a separate taxonomy for CBO programs. Data for FY89 through FY94 has been collected separately.

Since only a small amount of carry-over funds was available in FY96 for CBO grants, it was decided to limit participation to the eight major urban centers. An RFP was sent to those districts. Two districts submitted proposals and two were funded. Twenty-three thousand dollar grants were awarded. Activities were directed toward attracting students into vocational education and focused on those who had not selected a particular vocational programs for the FY97 school year.

TABLE 9 - Individuals Served Through CBO Affidavits and Evaluations in FY96

Secondary Level Recipients	Males	Females	Total
Youngstown City Schools	4	11	15
Dayton City Schools	10	28	38
Totals	14	39	53

X. Family and Consumer Sciences Education (Title III, Part B, Sections 311, 312 & 313

The mission of the Family and Consumer Sciences section is to provide statewide leadership and direction to Family and Consumer Sciences programs.

The mission of Family and Consumer Sciences programs in Ohio is to empower youth and adults for competence in the work of the family, Family and Consumer Sciences related occupations, and the successful interaction of Work and Family Life.

Numbers of students served:

- In FY96, a total of 204,685 students were enrolled in Family and Consumer Sciences programs at the secondary level (an increase of 13.8%).
- In FY96, Work and Family Life class student enrollment increased from 162,562 students in 1995 to 183,562 students in 1996, an increase of 12.9%.
- In FY96, a total of 5,192 secondary occupational students were enrolled in Food Management, Early Childhood Education, Hospitality and Lodging, and Clothing and Interior Design.
- In FY96, a total of 7,470 students were enrolled in IMPACT programs.
- In FY96, a total of 8,461 students were enrolled in GRADS programs.
- In FY96, a total of 16,800 students were enrolled in full-time adult Family and Consumer Sciences programs at the secondary level.
- In FY96, a total of 9,833 students were enrolled in part-time adult Family and Consumer Sciences programs at the postsecondary adult level.
- In FY96, a total of 20,498 students were affiliated members of the FHA/HERO student organization, an integral part of the secondary curriculum.

Special needs populations were served through mainstreaming in Work and Family Life and Job Training classes and in special programs. Family and Consumer Sciences programs for youth with special needs include: (1) Impact - for dropout prone, disadvantaged middle/junior high school youth; and (2) GRADS - for students who are young parents.

Program Leadership

Programs are administered at the state level by four full-time consultants and an assistant director. Nine universities with 10 teacher educators provide preservice and inservice programs. Four personnel development centers conducted Family and Consumer Sciences research and inservice projects.

- Leadership in Family and Consumer Sciences programs:

State Staff	1 Assistant Director
	4 full-time consultants
Teacher Educators	10 teacher educators in 9 institutions approved for training vocational teachers
VEPD Family and Consumer Sciences Contact Persons	96 VEPD family and consumer sciences contacts

- A two-day Leadership Conference was held for 126 local Family and Consumer Sciences supervisors.
- Two Teacher Educator Summits were held to help teacher preparation institutions become familiar with the new Work and Family Life curriculum and to develop new core standards for Family and Consumer Sciences teacher preparation programs.
- A teacher task force was established to address the teacher shortage in Ohio. A "One for the Future" campaign was initiated and printed recruitment materials were developed.
- Three new Teacher Leader Institutes were implemented for high school, middle school, and GRADS teachers. These institutes each operate with a group of 30 teachers and are ongoing with teachers coming together for three two-day training sessions each year. The focus of the institute is to help teachers move from a teacher-centered classroom to a student-centered

classroom using the new resource guides, which are a critical science curriculum based on practical problems. Teachers focus on community building, action research, authentic assessment, and cooperative learning. These teacher leaders then provide inservice training for other teachers around the state.

A. Family and Consumer Sciences Work and Family Life Secondary Programs

1. Work and Family Life Programs

The mission of the Work and Family Life program is to prepare students for competence in the important, challenging, and ever-changing work of the family. The ultimate aim of Family and Consumer Sciences is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community, and world. Action projects enable students to develop skills in the work of the home and family. Teachers are provided two weeks extended service to supervise action projects and work with students. The FHA/HERO student organization is an integral part of the work and family life program.

Program Outcomes

- The new Work and Family Life curriculum was fully implemented in 100% of the vocationally funded high school programs. The six courses are: Personal Development, Resource Management, Parenting, Family Relations, Nutrition and Wellness, and Life Planning. In 119 school districts at least one of these courses are required for all graduating seniors and 256 programs indicated their enrollment had increases after implementing the new curriculum.
- Nineteen high school Work and Family Life regional meetings with 1,077 teachers in attendance focused on assistance to help implement the new model curriculums for Parenting and Family Relations.
- Two regional inservice meetings for 125 middle school teachers focused on inclusion of career choices as part of the curriculum.
- A new Alternative Assessment Guide was developed to assist Work and Family Life Teachers with assessing learning gains.
- Competency testing for two of the six Work and Family Life courses was fully implemented. Statewide aggregate scores are being analyzed to assess student learning gains and set benchmarks for instructional improvement.
- Male enrollment increased to 41%; a 1% gain in 1996.
- A three-day Urban Conference was held for Family and Consumer Sciences teachers from Ohio's 21 urban school districts. Inservice focused on the needs of the urban teacher, helping the urban teacher develop effective strategies for teaching in the urban setting, and understanding the urban student. One hundred seventy urban teachers attended.
- Inservice sessions were planned and offered to 1,401 Family and Consumer Sciences teachers attending the three-day All Ohio Vocational Education conference.
- A School-to-Work Mentorship Guide was developed to be used for programs adding a mentorship experience to the Life Planning course.
- A total of 3,653 teachers, supervisors, and administrators received Family and Consumer Sciences inservice in FY96.

2. Impact (in economically depressed areas)

Impact Family and Consumer Sciences programs assist selected youth in middle school or junior high to improve self-image, to develop basic work and family life knowledge and skills, and to become oriented to the world of work. A distinguishing feature of the program is the time provided for the development of parent-student-teacher relationships.

Classroom instruction is reinforced and applied through home visits, individual conferences and cooperative experiences within the home and community. Action Projects and participation in the vocational student organization, Future Homemakers of America/Home

Economics Related Occupations (FHA/HERO), are integral to all Work and Family Life programs in Ohio, including Impact programs.

Program Outcomes

- Impact teachers participated in special track inservice sessions at the All Ohio Vocational Education Conference.
- 7,470 students were enrolled in Impact programs in FY96; 3,330 males (45%) and 4,140 females (55%).

Learner Outcomes

- Of the students enrolled in Impact programs; 2,313 improved grades and 1,989 improved attendance.
- 114 pregnant and parenting teens were identified in Impact programs facilitating the students' access to community resources.
- Teacher annual reports reflected assistance to students in the following areas: academics, peer relations, family relations and abuse, difficulty with school and community, and drug and alcohol abuse.
- 19.3% of Impact students completed (Individual Career Plans) ICPs in class.
- 40.7% of Impact classes included career components.

3. GRADS

Graduation, Reality and Dual-role Skills (GRADS) is an in-school Family and Consumer Sciences instructional and intervention program for pregnant and parenting adolescents. The mission is to promote personal growth, educational competence, and economic self-sufficiency as socially responsible members of society. The objectives are:

- to increase the likelihood that participants will remain in school during pregnancy and after childbirth, and stay to the point of graduation.
- to help participants carry out positive health care practices for themselves and their children in both prenatal and postnatal stages.
- to provide participants with knowledge and skills related to child development and positive parenting practices.
- to prepare participants for the world of work.
- to encourage participants to set goals toward balancing work and family.
- to reduce subsequent pregnancies.

Program Outcomes

- During the 1995-96 school year, 270 programs operated in 750 school buildings.
- GRADS is available to students in 93 of the 94 vocational education planning districts in Ohio.
- 7,470 students were enrolled in GRADS programs this year (11,430 were served through GRADS programs).
- Ten regional inservice meetings--five in the Fall and five in the Spring and an on-going GRADS Teacher Leader Institute were held with over 502 GRADS teachers in attendance.
- A one-day preconference and a series of sessions were offered to GRADS teachers at the All Ohio Vocational Education Conference and attended by over 180 Ohio GRADS teachers.
- Three newsletters were sent to GRADS teachers and administrators.
- GRADS teachers averaged 254 individual conferences, 99 parent contacts, 57 home and hospital visits, 84 non-GRADS student contacts, and 141 agency contacts per year.
- The GRADS teacher-coordinator provided varied services, including:
  - visits to students at home or hospital at time of delivery.
  - networking with the many community agencies which serve the needs of teenage parents--social service, health, family planning, etc.

  - -- assisting students to locate child care, transportation, and setting goals toward balancing work and family.
  - -- GRADS teachers averaged 47 students.
- Male enrollment in GRADS is 11% in FY96.
- 5.3% percent of GRADS students are married.
- 7.4% of babies were classified low birth weight compared with 10.3% for all Ohio teens age 18 and under (FY95 follow-up data).
- GRADS was presented in national meetings as a model program for meeting the special needs of pregnant and parenting teens.
- GRADS is being replicated in schools in 17 other states.
- GRADS was revalidated as an exemplary educational program by the Program Effectiveness Panel, U.S. Department of Education, Office of Educational Research and Improvement (1996-2002).

Learner Outcomes

- GRADS students have a student graduation retention rate of 84.2% (follow-up data for FY95 students) based on graduation or retention the following September.
- 5,538 GRADS students (79.5%) received early (first trimester) prenatal care, 603 students (8.7%) received only late (third trimester) or no prenatal care.
- Of the 6,964 pregnant GRADS students; 428 were a second or third pregnancy.
- 3,394 GRADS students (47% of juniors and seniors) were enrolled in vocational job training programs.
- 221 GRADS students (6.5% of vocational job training GRADS students) were enrolled in nontraditional programs.
- 33% of the 1995 graduates were enrolled in postsecondary education in the Fall of 1995.
- 61% of the 1995 graduates were employed full or part-time in the Fall of 1995.

4. ***Vocational Student Organization Activities***

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is a nonprofit vocational student organization for students in Family and Consumer Sciences in public and private schools through grade 12. FHA/HERO functions as an integral part of the Family and Consumer Sciences program and provides a framework where student planned, directed and evaluated activities take place. The goal of the organization is to help youth assume active roles in society through Family and Consumer Sciences education in areas of personal growth, family life, vocational preparation and community involvement.

Program Outcomes

- Ohio has 20,498 FHA/HERO members with 754 chapters (a 7.8% increase in membership).
- 62 Ohio students competed in national star events.
- 5,770 males represented 27% of membership, an increase of 8% male enrollment.
- Ohio is second in FHA/HERO membership nationally.
- A cadre of key master and mentor advisors assist with FHA/HERO leadership activities.
- 760 members participated in summer leadership camp.
- An estimated 3,700 members participated in skill events at 15 regional rallies.
- Approximately 3,900 members and advisors attended the state FHA/HERO state convention.
- 160 members and advisors attended the FHA/HERO leadership convention in Washington, D.C.
- 1,092 members attended national cluster meetings.
- Ohio held an A+ workshop for the region.
- Ohio received a Membership Award for increase in membership.
- Ohio has a national consultant advisor.

5. *Adult Family Life (in economically depressed areas)*

Family Life Education provides a holistic approach to education for families from economically depressed areas and families with special needs. Programming encourages the family to plan and set a course of action in the areas of resource management, parenting, literacy education, employment and community involvement. Parent/child interaction classes assist with early identification and intervention to prevent developmental delays in children due to high risk environments.

The Ohio family life education program is a community-based program serving families at risk in urban and rural areas. Centers are located in Akron, Cincinnati, Cleveland, Columbus, Dayton, Springfield, Toledo, and the rural counties of southeastern Ohio served through Mid-East Ohio Vocational Education Planning District. Participants gain knowledge and skills in parent-child interaction, development of self-esteem, nutrition and wellness, resource management, family literacy pre-job readiness, and accessing community resources. While parents are participating in the adult classes, their children are involved in developmentally appropriate activities. The program facilitated primary prevention via early identification and intervention, and referral when necessary to appropriate agencies. The early childhood programming is planned and carried out using national curriculum such as High Scope, National Association for the Education of Young Children, and Family-Oriented Structured Preschool Activity (FOSPA). A major focus is in family literacy.

Program Outcomes

In FY96, Ohio served 3,032 adults and 2,101 children ages 0 to 5 in 121 centers.

- 2,076 adults completed the Family Life Individualized Career Plan.
- 521 Family Life adult participants enrolled in ABLE/GED classes.
- 121 Family Life adult participants enrolled in vocational education programs.
- 171 children were identified with developmental delays. 161 children were referred for assistance.
- Family Life offered 416 courses including 4,321 hours of parenting education.

6. *Adult Transitions*

Transitions assists dislocated workers and unemployed or underemployed adults in securing skill training and/or employment through career transition instruction.

Program Outcomes

- Transitions coordinators served 6,823 unemployed and underemployed adults.
- Inservice programs for transitions coordinators included a new coordinators orientation in the Fall, a Spring technical update, and workshops at the All Ohio Vocational Education Conference.

Learner Outcomes

- 2,062 adults entered skilled/technical training
- 441 adults entered higher education
- 727 adults enrolled in ABLE/GED program/other remediation
- 224 adults received GED diplomas
- 1,266 adults left public assistance (of those employed)

Special Populations Served

- 423 handicapped
- 5,011 economically disadvantaged
- 1,460 academically disadvantaged
- 2,214 single parent/single pregnant women
- 345 offender/ex-offender
- 3,870 Public Assistance Recipients
- 928 displaced homemakers

TRANSITIONS provides a link with businesses and industry with personal development classes as well as out-placement programs serving dislocated workers. Companies linking with TRANSITIONS in 1996 include Empire Detroit Steel, Certainteed, Walker Manufacturing and Stein, Inc.

Some TRANSITIONS coordinators work closely with adults in full-time training programs, teaching job search methods and employability skills. Other coordinators work with special populations and hard-to-serve groups, including inmates, people 55 and over, long-term welfare recipients, drug offenders, etc.

Whether it be encouraging students to get their GED, helping the unemployed find jobs and leave public assistance or providing services to business and industry, TRANSITIONS coordinators continue to be flexible in meeting the needs of a changing work force. The real success of the TRANSITIONS programs across Ohio is what happens to the students.

7. *Adult Work and Family*

The Work and Family program is designed to help employees become more productive in both their work life and family life. Work-site seminars are tailored to the needs of the individual organization. Seminar topics include interpersonal relationships, parenting skills and management skills.

Family and Consumer Sciences adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills.

In 1996, Ohio's work and family life programs served 5,096 employees.

- three full-time adult work and family life programs
- 168 work-site seminars were held

8. *Family and Consumer Sciences Job Training Programs (Title II-C)*

Job training programs include:

- food management, production, and services
- clothing and interiors, production and services
- early childhood education and care
- hospitality and facility care services

Program Outcomes

- 5,192 students were enrolled in job training programs at the secondary level:
  - 124 clothing and interiors, production and services
  - 2,070 early childhood education and care
  - 2,122 food management and production
  - 514 hospitality and facility care
  - 362 Family and Consumer Sciences co-op job training
- Male enrollment in secondary job training programs is 27.3%; female 72.7%.
- 6,494 adult students were enrolled in full-time and/or part-time job training programs.
- A series of technical inservice meetings were provided for each job training area focusing on technical updates. 168 job training teachers participated.
- A Fall and Spring newsletter for each of the job-training programs was provided.
- Strong industry linkages continue with the Ohio Restaurant Association, the Ohio Hotel and Motel Association, the Ohio Chef's Association, the Ohio Dairy and Nutrition Council, the Ohio Association for Education of Young Children, and the Ohio Council on Hotel, Restaurant and Institutional Education.
- Sixteen teams of Food Management students participated in Ohio Edison Team Cuisine competitions.

- An Ohio Food Management student won the National FHA/HERO Leaders at Work in Food Service competitions.

B. Exemplary Programs

Criteria for exemplary programs requires components including innovative instructional programs that promote school reform and school-to-work efforts, affiliated FHA/HERO, active advisory committee, approved course of study, extended program with home and community contacts, follow-up survey of students, professional memberships, participation in inservice, and well-managed departments. Students throughout Ohio are able to achieve success because of high quality Family and Consumer Sciences programs.

Work and Family Life program, Westerville North High School
Teachers: Mary Ann Cunningan, Cathy Gangwer, Linda Mirosavich, Jennifer Mohrman and Emma Yanok

The staff at Westerville North High School has been actively involved in school reform and the members of the Family and Consumer Sciences Department have been in the center of restructuring. The department has been represented on the Venture Capital Steering Committee, Coalition of Essential Schools, Goals for 2000, BEST School Practices, School-to-Work Committee and Tech Prep Committees. For the last three years the department has been responsible for Individual Career Plans for every student. They have given leadership to developing Career Passports for all Westerville seniors before graduation. They have block scheduled a Service Learning class with a Contemporary Literature class. Students read novels which relate to social issues and the students are placed in related service learning sites in the community.

Work and Family Life Program, Wellington High School
Teachers: Paulette Fargo and Betty Hurst

At Wellington High School every student in Family and Consumer Sciences is given the opportunity to develop leadership skills through an integrated classroom curriculum and FHA/HERO. Students are involved in service learning activities and provided over 2000 hours of community service. Projects which emphasize protecting the environment are completed through FHA/HERO. A parent newsletter is published twice a year to keep parents informed of class activities

XI. Tech Prep (Title III, Part E, Sections 341-347)

Prior to November 1992, the Ohio Department of Education's (ODE) Division of Vocational and Adult Education and the Ohio Board of Regents (OBR) worked cooperatively to initiate Tech Prep in Ohio.

Following are some milestones that have facilitated that initiation:

- Jointly organized and facilitated Tech Prep Ad-Hoc Committee meetings to set the direction for Ohio's Tech Prep program. The committee was composed of five secondary superintendents, five college presidents, two representatives from the Ohio Board of Regents (OBR) and two representatives from the Ohio Department of Education (ODE).
- As a result of recommendations from the Tech Prep Ad-Hoc Committee, ODE and OBR worked together to amend the state plan for vocational education as it relates to Tech Prep. This involved joint presentations to the Ohio Vocational Directors Associations, the Ohio Council on Vocational Education, the Committee of Practitioners and others.
- Jointly issued the first competitive Tech Prep Request for Proposal (RFP) on December 10, 1991.
- Jointly conducted seven Tech Prep regional workshops (held in October and November of 1991).
- Cooperatively revised the RFP for a second round of grants.
- On April 22 and 28, 1992, jointly conducted two bidder's conferences for the second Tech Prep RFP.
- Jointly conducted and continue to conduct meetings of the grant sites. Currently we are in the process of establishing performance measures and coordinating a Tech Prep promotional campaign.
- In addition to the above, representatives from ODE and OBR have met with numerous schools to assist them in forming a Tech Prep consortium.

As a result of these activities and many others since the initiation of Tech Prep in Ohio:

- 23 consortia responded to the first RFP
- six consortia were awarded three-year Tech Prep grants in FY92
- 15 consortia responded to the second RFP
- seven consortia were awarded three-year Tech Prep grants in FY93
- eight consortia responded to the third RFP
- seven consortia were rewarded three-year Tech Prep grants in FY94
- five consortia responded to the fourth RFP
- four additional consortia were awarded three-year Tech Prep grants in FY94
- four consortia responded to the fifth RFP
- four additional consortia were awarded planning funds in FY95

Therefore, in FY96, 24 consortia were in operation in Ohio. Those consortia represent:

- 43 colleges
- 436 secondary school districts
- 610 business/industry and labor representatives

The focus of the consortia's activities centered on developing new options for students. The following is a list of some of those new options:

New Options in Secondary Education

- Developing new programs

  - Allied Health Technologies
  - Computer Information Systems
  - Computer Support Technology
  - Electronic Technology
  - Engineering Technology
  - Environmental Technology
  - Manufacturing Technology
  - Plastics Technology
  - Pre-Nursing

- Teaching in teams with an interdisciplinary approach in the vocational labs
- Accessing a variety of vocational labs to complete a project
- Developing satellite programs at the associate schools
- Participating in any Tech Prep program in the consortium tuition fee
- Delivering the occupational component for less than 150 per day
- Using applied teaching methodologies in academic classes
- Providing School-to-Work opportunities
- Providing summer internship programs
- Reducing or eliminating the General Education Track
- Creating satellite programs at the college
- Establishing scholarship funds to Tech Prep students

New Options in Higher Education

- Sharing laboratories and facilities
- Reducing developmental courses and remedial courses
- Eliminating entry level courses
- Adding advanced skills courses
- Developing new degree programs
  Associate of Applied Science Degree in Manufacturing Engineering Technology at Kent State University - Salem Campus
  Associate of Applied Science degree on Polymer Technology at the University of Akron Community and Technical College
- Major in Computer Support Services to be offered under the Associate of Applied Sciences in Computer Information Science at Sinclair Community College
- Creating new orientation courses
- Developing capstone projects with business, industry, and labor
- Waiving the application fee
- Waiving the out-of-county tuition
- Using contextual learning and applied teaching methodologies
- Providing School-to-Work opportunities
- Awarding credit by exam
- Using the Postsecondary Enrollment Options Program

Ohio's Unique Aspects

- Decision to implement Tech Prep in an incremental fashion as the primary educational reform initiative in secondary and higher education. A vision and mission established by an Ad Hoc Committee of superintendents, college presidents, and staff at the Ohio Board of Regents and the Ohio Department of Education.
- Systemic change is a key component of Ohio's Tech Prep vision. New, creative, and innovative options are being provided for students. These options do not focus on linking what Ohio is currently teaching at the secondary level with what is currently offered at the colleges and universities, but rather focuses on achieving systematic change at both levels. Tech Prep focuses on high-tech occupations with high wages.
- Development and implementation of the Technical Competency Profile (TCP) Process which is business/industry driven and includes high school and college faculty in setting program direction. The purpose of the process is to identify the occupational, academic, and employability competencies that are to be completed during grades 9 through the associate degree/apprenticeship.
- Advice and guidance are given to the state leadership from the State Tech Prep Steering Committee comprised of business, industry, organized labor, secondary educators, and higher education representatives.
- The Ohio Board of Regents and the Ohio Department of Education committed full-time personnel to co-administer Tech prep. It exemplifies the true partnership between secondary and higher education.
- The state-level Tech Prep administrators meet bi-monthly with local Tech Prep directors to share best practices, concerns, and ideas. Optional professional development opportunities are offered to the Tech Prep local directors.
- The State of Ohio has offered an annual Tech Prep Conference since 1991. During 1996, Tech Prep partnered with the Teaching and Learning Conference (Ohio ASCD) to be part of a

broader focused conference. In the past, the Ohio AFL-CIO leaders hosted a statewide conference to increase the understanding between education and labor.
- Statewide marketing materials have been developed and distributed to ensure consistency and high-quality marketing items.

What is Working Well in Ohio

- Committed local leadership in Tech Prep making lasting systemic change.
- Strong employer involvement in all consortia.
- Development of a regional approach for Professional Development that links together providers and other educational reform strategies (i.e., NSF initiative, School-to-Work).
- New statewide Plastics and regional Environmental Technology competencies developed in partnership with baccalaureate-level programs at several universities and colleges.
- New patterns of delivering competencies are available with integrated block scheduling, and colleges are sharing laboratories and facilities with high school students. New options for educators are also available where employers are providing paid summer internships.

Evaluation

Ohio's state leadership has contracted with an external evaluation firm to complete a comprehensive evaluation of Ohio's Tech Prep system to inform policy makers and the State on the effectiveness of Tech Prep programs. MGT of America, Inc. was hired in 1995 to complete a five-year evaluation building upon the federal evaluation effort being conducted by Mathematica Policy Research, Inc.

MGT of America, Inc., identified the following key findings from the first year baseline information and data collected in 1995.

- Evidence of high levels of support and engagement on the part of stakeholders -- educators, employers, workers, parents, and students.
- A state-level perception that Tech Prep is more a process of attempting positive educational change than it is a specific program, and the willingness of the Ohio Department of Education and the Ohio Board of Regents to lead the state in the pursuit of "systemic change" through Tech Prep.
- A state-level Tech Prep Steering Committee composed of well-informed and supportive members.
- The insistence of the state that all six critical components of Ohio's Tech Prep vision be included in all consortia-level implementations.
- Signs of emerging systemic change in curricula and teaching methods at the secondary level and higher education level.

Year 2 data from the 24 consortium site visits conducted in the spring of 1996 as well as data from surveys to students, parents, employers, and teachers will be available in the fall of 1996. Ohio will have its first associate degree graduates from Tech Prep programs in the spring of 1997. Ohio has identified Tech Prep as the leading force in providing students new options in the state's agenda for educational and workforce reform. Ohio employers are awaiting the "high tech" graduates to earn their associate degrees so that they can hire the Tech Prep graduates. The true measure of success will be when all Tech Prep graduates are hired and perform at the levels expected by employers.

Strategic Plan

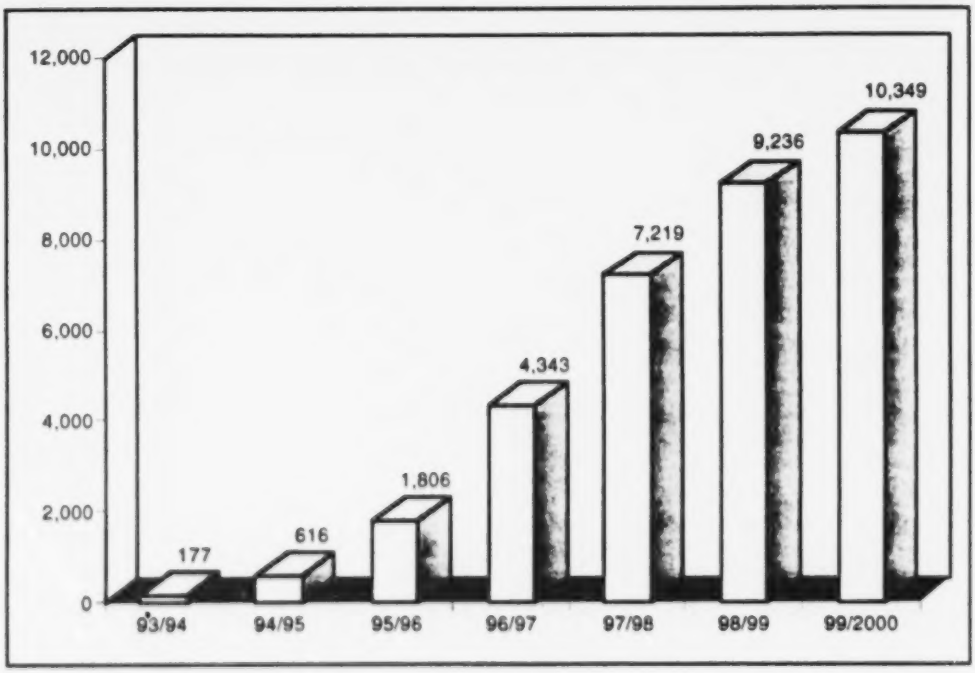
Tech Prep in Ohio has forged a good beginning establishing access for all students in the state. The first five years have focused on the development of Tech Prep and the propagation of consortia throughout the state. Now Ohio will take an accelerated approach from the state-level staff to move Tech Prep to a systems level. Members of the State Tech Prep Steering Committee and state-level staff are currently identifying specific goals and a strategic plan through the year 2000.

TECH PREP

Figure 5

Projected Secondary Enrollment* are shown in Figure 5.

A Tech Prep student is identified as: a student who, beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech Prep demonstration site.

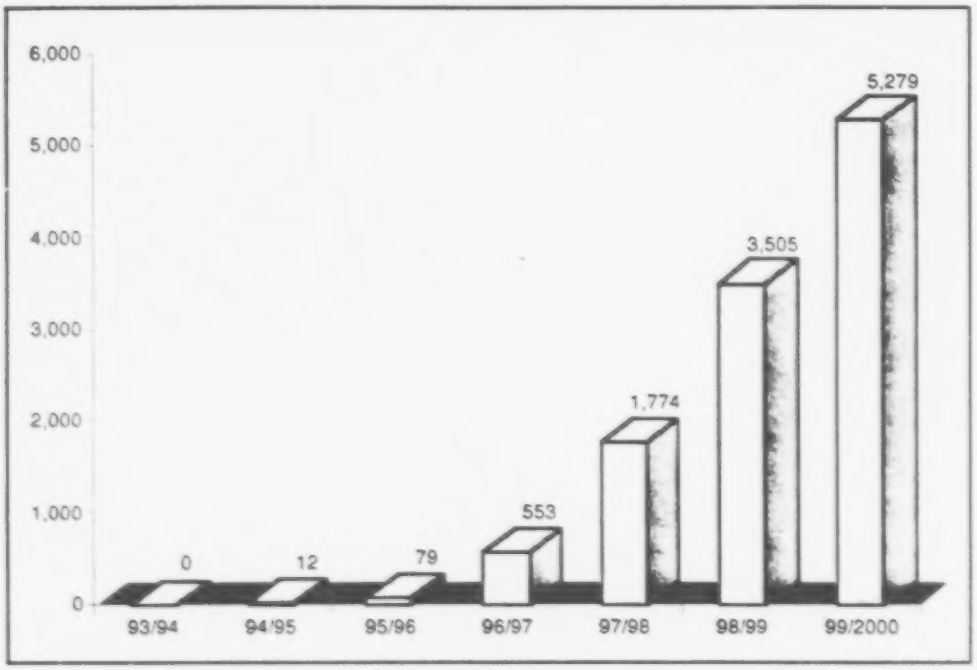


* Data collected from survey of 24 Tech Prep Consortia

Figure 6

Projected College Enrollment* are shown in Figure 6.

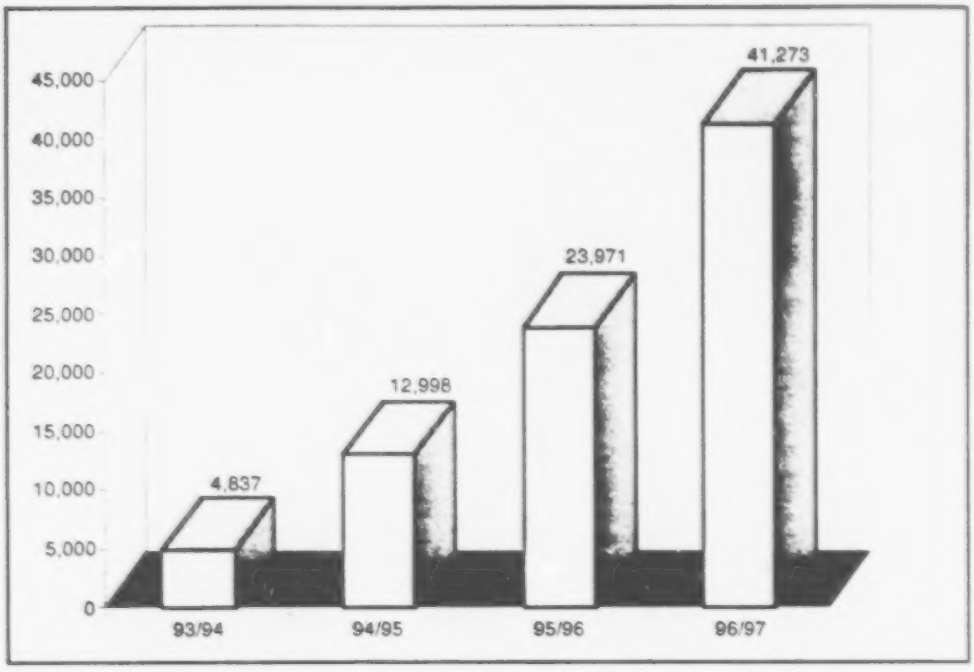
A Tech Prep student is identified as a student who, beginning in grade 11 and continuing through the associate degree or two-year certificate program, is enrolled in the academic, occupational and employability competency delivery system as identified by a sanctioned Tech Prep demonstration site.



* Data collected from survey of 24 Tech Prep Consortia

Figure 7

Projected Students in Applied Academics as a result (in part of whole) of Tech Prep Professional Development Activities* are shown in Figure 7.



* Data collected from survey of 24 Tech Prep Consortia

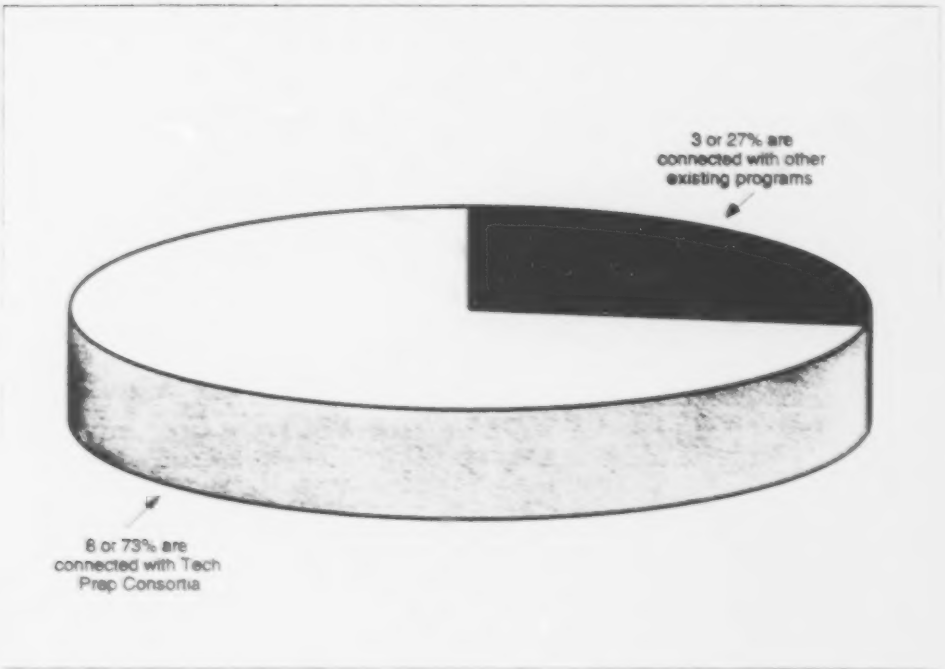
Tech Prep programs are connecting with the School-to-Work initiative in a variety of ways including:

- creating articulation models for joint vocational schools, magnet schools and comprehensive high schools,
- featuring business/instructor exchange programs,
- linking the isolated worlds of "work" and "school", and
- offering a seamless course of study linking secondary and postsecondary education in a School-to-Work road map.

TECH PREP

Figure 8

School-to-Work pilot programs connected with Tech Prep Consortia are shown in Figure 8.



Consortia Membership

PHASE I

Central Ohio Tech Prep Consortium
(Columbus State Community College)

AEP
Ameritech
Banner Tool and Die
Chillicothe City Schools
Columbus City Schools & VEPD
Crane Plastics
Delaware City Schools
Delaware Joint Vocational School
Dodson-Lindblom, Inc.
Dupont Circleville
Eastland Vocational School
Franklin County Engineers
Gahanna-Jefferson City Schools
Groveport Madison Local Schools
Honda Manufacturing of America
Kokosing Contracting Engineers
Logan Elm Local Schools
Parker Hannifin, Inc.
Pickaway-Ross Joint Vocational School
Pickerington Local Schools
Plain (New Albany) Local Schools
Reynoldsburg City Schools
Rimrock Corp.
Sensotect Inc.
South-Western City Schools
Superior Tool and Die
Teays Valley Local Schools
Timken Inc.
TOSOH
Walnut Township Local Schools
WESTCAMP Press
Westerville City Schools
Whitehall City Schools
Worthington City Schools

The North Coast Tech Prep Consortium
(Cuyahoga Community College)

Auburn Vocational School
Bailey Controls Company
Bedford/Maple Heights City Schools
Black Data Processing Associates
BP Oil
C.T. Consultants Incorporated
Cleveland Automobile Dealers Associations
Cleveland Data Center
Cleveland Heights High School
Cleveland Hts.-University Hts. City Schools
Cleveland Public Schools
Cleveland State University
Cuyahoga Valley JVS
Digital Equipment Corporation
East Cleveland City Schools
Ford Motors/IBE Local 1377
GM Training Center
General Motors Training Center
Greater Cleveland Growth Association
Greater Cleveland Hospital Association
Health Careers Services
Industry Week Magazine
Jane Adams Business Career Center
Kent Roosevelt High School
Lakewood City Schools
LCI International
Marymount Hospital
Mayfield City Schools
Mayfield Excel T.E.C.C.
Medina County JVS
Multi Cultural Diversity
National Machining & Tooling Association
P.A.T. Architect & Associates
Parma City Schools
Polaris JVS
Polytech, Inc.
Progressive Insurance
Region of Project Discovery
Roberts & Associates
Shaw High School
Six District Educational Compact
Sunnyside Automotive
TCC Airfoils - SMP Plant
Tri-Heights Career Prep Consortium
Urban League of Cleveland
Valley Forge High School
The Voinovich Brothers
West Shore Vocational District

Tech Prep Partners of Marion
(Marion Technical College)

AFL-CIO
Cardington-Lincoln Local Schools (Morrow Co.)
Chamber of Commerce
Elgin Local Schools (Morrow Co.)
Highland Local Schools (Marion Co.)
Honda of America
Levering Brothers
Marion City Schools
Marion County Board of Education
Med Center Community Hospital
Morrow County Board of Education
Mt. Gilead Exempted Village
North Union Local Schools (Morrow Co.)
Ohio Edison
Parker-Hannifin Company
Pleasant Local Schools (Marion Co.)
Private Industry Council
Ridgedale Local Schools (Marion Co.)
River Valley Local Schools (Marion Co.)
Tri-Rivers Joint Vocational School
Whirlpool Corporation
WMRN Radio Station
Wyandot Corporation

North Central Tech Prep Consortium (North Central Technical College)

Adelphia Cable
Ashland City Schools
Ashland County - West Holmes CC
Ashland County Schools
Buckeye Central Local Schools (Crawford Co.)
Bucyrus Local Schools
Clear Fork Valley Local Schools (Richland Co.)
Cole Tool and Die
Colonel Crawford Local Schools (Crawford Co.)
Crawford County Schools
Crestline Exempted Village Schools
Crestview Local Schools (Richland Co.)
Emcorp
Empire Detroit/Armco
F.E. Myers Company
FSC Educational
Galion Local Schools
Geauga Plastics
General Electric
General Hone
General Motors/CPC
Gorman Rupp Company
Hartman Electric
Hi-Start Manufacturing Co.
Hillsdale Local Schools (Ashland Co.)
Holmes County Board of Education
Hydromatic, Inc.
IBEW International Brother of Electrical Workers
K & L Die Manufacturing
K-Mart (Ashland)
Kahl Electric
Kemper Securities
Knox County JVS
Knox County Schools
Lake Park Industries of Ohio
Lexington Local Schools (Richland Co.)
Loudonville-Perrysville Ex. Village Schools
Lucas Local Schools (Richland Co.)
Madison Comprehensive High School
Madison Local Schools (Richland Co.)
Mansfield Brass and Aluminum Corporation
Mansfield City Schools
Mansfield Local Schools
Mansfield Screw Machine Production Co.
Mapleton Local Schools (Ashland Co.)
Marr Knapp Crawfis Associates Inc.
Midwest Industries
National Latex
Neer Manufacturing
Newman Technologies
Northmore Local Schools (Morrow Co.)
Ohio Steel Tube/Copperweld
Ontario L Local Schools (Richland Co.)
Performance Telephone
Pioneer Career & Technology Center
Plymouth Local Schools (Richland Co.)
R.B.B. Incorporated
Richland Economic Development Center
Richland Co. Department of Human Services
Richland County Office of Education
RR Donnelly and Sons Company
Shelby Local Schools
Square One Group
Therm-O-Disc
Timken Company
United Auto Workers
United Steel Workers
United Telephone Systems
Warren Rupp Company
Weidner Motors
West Holmes Local Schools (Holmes Co.)
Willard Local Schools
Wynford Local Schools (Crawford Co.)

Miami Valley Tech Prep Consortium (Sinclair Community College)

Ansonia Local Schools (Darke Co.)
Arcanum-Butler Local Schools (Darke Co.)
Beavercreek Local Schools (Greene Co.)
Bethel Local Schools (Miami Co.)
Brookville Local Schools (Montgomery Co.)
Butler County JVSD (Butler Co.)
Carlisle Local Schools (Warren Co.)
Cedar Cliff Local Schools (Greene Co.)
Kettering/Oakwood/Centerville City Schools Compact
Chrysler, Acustar Division
Cincinnati Milacron
City of Dayton, Data Processing
Communication Workers of America
CR Coblentz Local Schools (Preble Co.)
Dayton Area Automobile Dealers' Assoc.
Dayton Area Chamber of Commerce
Dayton Power and Light
Dayton Public Schools
Dayton Tooling and Machining Association
Duriron Inc.
Eaton City Schools
Economic Development Council
Edison Materials Technology Center
Englewood Precision, Inc.
Fairborn City Schools
Franklin City Schools
Franklin-Monroe Local Schools (Darke Co.)
Gem City Engineering
General Motors Training Center
General Motors, Delco Chasis Division
Greater Dayton Area Hospital
Greene County Career Center
Greeneview Local Schools (Greene Co.)
Guyler Buick Inc.
Huber Heights City Schools
Jefferson Twp Local Schools (Montgomery Co.)
Kettering City Schools
Kettering/Oakwood/Centerville Compact
Kings Local Schools (Warren Co.)
Lebanon City Schools
Lemon-Monroe Schools
Little Miami Local Schools (Warren Co.)
Mad River Local Schools (Montgomery Co.)
Manchester Technical Center
Mason City Schools
Miami East Local Schools (Miami Co.)
Miami Valley Career Technology Center
Miami Jacobs Junior College of Business
Miamisburg City Schools
Middletown City Schools

Milton Union Exempted Village Schools
Mississinawa Valley Local Schools (Darke Co.)
Montgomery County JVS
New Lebanon Local Schools (Montgomery Co.)
Northmont City Schools
Northridge Local Schools (Montgomery Co.)
Ohio Department of Transportation
Ohio Tooling and Machining Association
Preble-Shawnee Local Schools (Preble Co.)
Springboro Community City Schools
Sugarcreek Local Schools (Greene Co.)
Tipp City Exempted Village Schools
Tri-County North Local Schools (Preble Co.)
Tri-Village Local Schools (Darke Co.)
Trotwood-Madison City Schools
Twin Valley South Schools (Preble Co.)
United Auto Workers
Valley View Local Schools (Montgomery Co)
Vandalia-Butler City Schools
Versailles Exempted Village Schools
Warren County JVS
Wayne Local Schools (Warren Co.)
West Carrollton City Schools
Xenia City Schools
Yellow Springs Exempted Village Schools

Washington-Morgan-Meigs Counties Consortium (Washington State Community College)

Agency on Aging
Bank One
Belpre City Schools
Cambridge Mental Health Facility
Camden Clark Memorial Hospital
Chevron Chemical
Elkem Metals
Fenton Art Glass
Fort Frye Local Schools (Washington Co.)
Frontier Local Schools
Hendershot Communications
IBEW (IAM Local 2077)
Marietta City Schools
Meigs Local Schools
Morgan Local Schools (Morgan Co.)
Parkersburg Marietta Building & Construction Trades Council AFL-CIO
RJF
SDA #31 - JTPA of Southeast Ohio
Selby General Hospital
Shell Chemical
St. Joseph's Hospital
Theisen, Brock, Frye, Erb, & Company
Warren Local Schools (Washington Co.)
Washington County Board of Education
Washington County Career Center
Wolf Creek Local Schools

PHASE II

Upper Miami Valley Tech Prep Consortium (Edison State Community College)

Airstream Inc.
Alcoa Building Products
Allied Signal
American Matsushita (Panasonic)
Anna Local Schools
B.F. Goodrich
Bank One, Sidney, NA
BASF
Botkins Local Schools
Bramco Inc.
Brookside Laboratories
Burks Pumps
Cadillac Gage-Textron
City of Piqua
Clopay Corporation
Copeland Corp.
Corning
Darke County Chamber of Commerce
EMI Corporation
Fairlawn Local Schools
Fifth Third Bank
Fort Loramie Local Schools
French Oil Mill Machinery
Greenville City Schools
Greenville Technologies
Hammer Graphics
Hartzell Propeller
Hobart Brothers Co.
Holloway Sportswear, Inc.
Honda of America Manufacturing, Inc.
International Union of Electronic Electrical, Salaried, Machine and Furniture Workers, DSSMV-AFL-CIO
Jackson Center Local Schools
Jackson Tube Service
KTH Parts Industries
Lostcreek Tool
Master Swaging, Inc.
Miami Industries
Midmark Corporation
Monarch Machine Tool Co.
Parker Dillon Carlson and Johnson, Inc.
Piqua Chamber of Commerce
Piqua City Schools
Piqua Emery Foundry
Plastipak Packaging
PMI Food Equipment
Precision Custom Products, Inc.
Prodeva, Inc.
Provico, Inc.
Ross Aluminum
Russia School District
Schindler Houghton
SEW/Eurodrive
Shelby County Board of Education
Sidney City Schools
Sidney-Shelby Co. Chamber of Commerce
Sonoco Products
Stillwater Technologies
The French Oil Mill Machinery Co.
The Orr Felt Co.

Time Warner Satellite Services
Troy Chamber of Commerce
Troy City Schools
Upper Valley JVS
Upper Valley Medical Ctr. - Dettmer Campus
UAW Local 128
Village of Jackson Center
WH and Associates
Whiteford Foods
Witt Plastics, Inc.

Columbiana County Tech Prep Consortium (Kent State University - Salem Campus)

American Standard Inc.
Beaver Local Schools (Columbiana Co.)
Bliss-Salem, Inc.
Butech, Inc.
Cardinal Pumps & Exchangers, Inc.
Columbiana County Board of Education
Columbiana County Ex. Village Schools
Columbiana County JVSD
Columbiana County Port Authority
Columbiana County Progress Council
Crestview Local Schools (Columbiana Co.)
East Liverpool City Schools
East Palestine City Schools
Eljer Plumbingware
General Electric Company
Grid Industrial Heating
Hunt Valley Co., Inc.
Jefco Industries, Inc.
Kent State Univ.-East Liverpool Campus
Leetonia Exempted Village Schools
Lehmann Mills, Inc.
Lisbon Exempted Village Schools
McCorkhill Marketing
O.K. Dies, Inc.
Packard Electric Company
RAG Tooling Co.
Robertshaw Salem Controls, Inc.
Sekely Industries, Inc.
Solartech, Inc.
Southern Local Schools (Columbiana Co.)
Spirex Co.
Summitville Tiles
Tube Tech, Inc.
United Local Schools (Columbiana Co.)
Wellsville Local Schools (Columbiana Co.)
Worthington Custom Plastics

Kent Trumbull Tech Prep Consortium (Kent State University - Trumbull Campus)

Badger Local Schools
Bloomfield-Mespo Local Schools (Trumbull Co.)
BP Oil
Bristol Local Schools (Trumbull Co.)
Brookfield Local Schools (Trumbull Co.)
Centel Cellular
Champion Local Schools (Trumbull Co.)
Delphi Packard Electric Systems
Electronic Data Systems
Girard City Schools
Gordon D. James Career Center
Howland Local Schools (Trumbull Co.)
Hubbard Exempted Village Schools
IUE Local 717
LaBrae Local Schools (Trumbull Co.)
Lakeview Local Schools (Trumbull Co.)
Liberty Local Schools (Trumbull Co.)
Lordstown Local Schools (Trumbull Co.)
Maplewood Local Schools (Trumbull Co.)
Matthews Local Schools (Trumbull Co.)
McDonald Local Schools (Trumbull Co.)
Mill Creek Consultants, Inc.
Newton Falls Exempted Village Schools
Niles City Schools
Northside Medical Center
Packard Electric Division - GM
Private Industry Council
Second National Bank
Security Dollar Bank
Southington City Schools
Southside Medical Center
St. Joseph Riverside Hospital
TCI Cablevision of Ohio, Inc.
Trumbull County Board of Education
Trumbull County Federation of Labor
Trumbull County JVSD
Trumbull Memorial Hospital
Trumbull Regional Educational Service Ctr
Warren Board of Education
Warren City Schools
Warren General Hospital
Warren Trumbull Urban League, Inc.
Warren Urban League
Weathersfield Local Schools (Trumbull Co.)

Lakeland Tech Prep Consortium (Lakeland Community College)

Allen-Bradley Company
Ashtabula City Schools
Ashtabula County JVSD
Asset Manufacturing Inc.
Auburn JVSD
Aurora City Schools
Avery Dennison
Bailey Controls Co.
Bank One
Bard Interventional Products
Beachwood City Schools
Bentronix Corp.
Berkshire Local Schools (Geauga Co.)
Buckeye Local Schools (Ashtabula Co.)
Cardinal Local Schools (Geauga Co.)
The Center for Business & Industry
Channel Products
Chardon Local Schools (Geauga Co.)
Chargin Falls Exempted Village Schools
City of Mentor Economic Development Dept.
Cleveland State University
The Cleveland Clinic
Concord Castings, Inc.
Conneaut City Schools
Delta Tech
Dixie-Narco Inc.
E Manufacturing
EMH Regional Medical Center
Endura Plastics
Euclid City Schools
Euclid Precision Grinding
Eye Lighting International
Fairport Exempted Village Schools

Fredon Corporation
Geneva Area City Schools
Gould Inc.
Grand Valley Local Schools (Ashtabula Co.)
Greater Cleveland Hospital Association
Greater Cleveland Growth Association
Greater Cleveland Hospital Association
I.B.E.W. Local 673
Jefferson Area Local Schools (Ashtabula Co)
John Carroll University
Kaiser Permanente
Kennametal
Kenston Local Schools (Geauga Co.)
Kirtland Local Schools (Lake Co.)
Lake County AFL-CIO
Lake County Chamber of Commerce
Lake County Data Center
Lake County Educational Service Center
Lake Hospitals System
Lakeshore Compact
Ledgemont Local Schools (Geauga Co.)
Lincoln Electric
Lubrizol Corporation
Madison Local Schools (Lake Co.)
Malish Brush Co.
MarKen & Associates
Mayfield City Schools
Mayfield Excel T.E.C.C.
Mentor Exempted Village Schools
Meridia Huron Hospital
Modern International Graphics
The National Tooling & Machining Cleveland Chap.
The News Hearald
Newbury Local Schools (Geauga Co.)
Ohio Bell
Orange City Schools
PCC Airfoils
Packaging Corp. of America
Painesville City Local School District (Lake Co.)
Parker-Hannifin Corporation
Perry Local Schools (Lake Co.)
Perry Nuclear Power Plant
Picker International
Pymaturning Valley Local Schools (Ashtabula Co.)
Richmond Heights Local Schools (Cuyahoga Co.)
SCM Chemicals, Inc.
Saint Joseph Hospital
Ski-Way Machine Products
Solon City Schools
South Euclid-Lyndhurst City Schools
Southwest General Hospital
Spectrum Tool & Dye
STERIS Corporation
Technovantage
Techtron
Tegam Incorporated
Tridelta Industries, Inc.
Universal Metal Products
University Index
University of Akron
U.S. Endoscopy Group, Inc.
Vecmar Computer Corporation
West Geauga Local Schools (Geauga Co.)
Wickliffe City Schools
Willoughby/Eastlake City Schools
Zagar Inc.
Zarlenga Industries, Inc.

Ohio South Tech Prep Consortium (Shawnee State University)

Accurate Heating and Cooling
Allied Signal, Inc.
Aristech Chemical Corporation
Arrow Molded Plastics
Ashland Oil Refinery
Bloom-Vernon Local Schools (Scioto Co.)
BMI
Chesapeake Union Exempted Village Schools
Columbia Gas Co.
Dawson-Bryant Local School District
Dow Chemical
Eastern Local Schools (Pike Co.)
Fairfield Local Schools (Highland Co.)
Fairland Local School District
GTE
International Brotherhood of Electricians
Ironton City School District
Lawrence County JVSD
Martin Marietta Energy Systems
Mills Pride
Millwright Local Union
New Boston Coke Corp.
Northwest Local Schools (Scioto Co.)
Ohio Bureau of Employment Services
Ohio Power Company
Ohio University - Southern Campus
Pike County Health Department
Pike County JVSD
Plumbers & Steamfitters Local #577
Portsmouth City School District
RHF Enterprises
Rock Hill Local School District
Scioto County JVSD
Scioto Valley Local Schools (Pike Co.)
SDA #18 - CAO Scioto County
SDA #24 - CAO Lawrence County
Shawnee State University
South Point Local School District
Symmes Valley Local School District
V.A. Medical Center
Washington Local Schools (Scioto Co.)
Waverly City School District
Western Local Schools (Pike Co.)
Xerox

Stark County Tech Prep Consortium (Stark Technical College)

Accu-Path Laboratories
AFL-CIO Council - Greater Canton
Akro Corporation
Alliance City Schools
Alliance Community Hospital
Ameritech
Arbors of Canton
Aultman Hospital
Babcock & Wilcox
Baker's Automotive
Brown Local Schools (Carroll Co.)
Camelot Music, Inc.

Canton City Schools
Canton Local Schools (Stark Co.)
Central States Can Company
Cutler & Associates
CMP/Met Path Laboratory
Diebold, Inc.
Doctors Hospital
Downtown Ford
East Ohio Gas Company
The Educational Enhancement Partnership, Inc.
Evans Automotive Center
Ewing Chevrolet
Fairless Local Schools (Stark Co.)
Family Pontiac
Hanover House
Hilscher-Clarke Electric
Hoover Company
Interbold/Diebold
J.W. Garaux Consulting
Jackson Local Schools (Stark Co.)
Job Training Partnership
Kempton Motors
Ken Styer Auto Doctor
Lake/Plain/North Canton Compact
Lifco Wood Products
Louisville City Schools
Manor Care Nursing
Marlington Local Schools (Stark Co.)
Massillon City Schools
Massillon Community Hospital
McClurg Business Systems
Meadow Wind Health Center
Minerva Local Schools (Stark Co.)
North Canton Medical Clinic Center
Northwest Local Schools (Stark Co.)
Ohio Department of Development
Ohio Power Company
Osnaburg Local Schools (Stark Co.)
Perry Local Schools (Stark Co.)
Private Industry Council
Redicon Corporation
Republic Engineered Steels
Sandy Valley Local Schools (Stark Co.)
SEA Group, Inc.
St. Luke Lutheran Home
Stark Ceramics, Inc.
Stark County Department of Education
Stark County JVSD
Stark Development Board
Stark Technical College
The Timken Company
Timken Mercy Medical Center
Tuslaw Local Schools (Stark Co.)
Western Auto

Akron Area Tech Prep Consortium (The University of Akron Community & Technical College)

AFL-CIO
Akron Area Regional Development Board
Akron City Hospital
Akron General Hospital
Akron Public Schools
City of Akron
ComDoc Office Systems
Cuyahoga Falls City Schools
Delta Systems
Educational Talent Search
Four Cities Compact
GenCorp Polymer Products
GOJO Industries
The Goodyear Tire & Rubber Company
H & H Machine Shop
Hitachi Data Systems
J.S.L. & Associates
JTPA
Loral Defense Systems - Akron
Management Recruiters
Maplewood Area JVSD
Martin Rubber Company
Medina County Career Center
Medina County Economic Development Corporation
Ohio Industrial Training Program
Plastipack Packaging
Portage Lakes JVSD
Republic Engineered Steels
Roadway Express, Inc.
Six District Educational Compact
Springfield City Schools
Stow City Schools
Summit County Department of Human Services
The University of Akron, College of Education
Urban League
Van Dorn Plastic Machinery Co.
Wadsworth City Schools
Wayne County Schools Career Center
Westfield Companies

PHASE III

Clark State Tech Prep Consortium (Clark State Community College)

Baader Brown Manufacturing
Cascade Corp
Center for Leadership in Education
Clark County Board of Educatic
Clark State Community College
Cooper Industries
Corporate Image Makers
Eagle Tool & Machine Co.
Elyria Manufacturing
IBEW Local #129
ITT Jabsco
KTH Parts Industries, Inc.
Keystone Local Schools
Mechanicsburg EVSD
Navistar International
Northeastern Local Schools
Lorain City Schools
Lorain County Board of Education
Lorain County Community College
Lorain County Employment & Training Administration
Lorain County JVS
Lorain County Urban League
Ohio Hi-Point JVSD
Pentaflex, Inc.
R&M Materials Handling, Inc.
R W Beckett Corp

RITTAL Corp
Springfield Chamber of Commerce
Springfield City Schools Board of Education
Springfield-Clark County JVSD
Tecumseh Local School District
UAW-CAP Council, UAW Local 402

Jefferson County Tech Prep Consortium (Jefferson Technical College)

AEP/Ohio Power
Ambulance Service, Inc.
Ameritech
Ball Corp.
Barium & Chemicals, Inc.
Bellofram Corp.
Buckeye Local Schools (Jefferson Co.)
Bureau of Employment Services
Burger King
Cavanaugh & Moore, CPA
Chamber of Commerce
Change, Inc.
The Citizens Banking Company
CM Tech Corp.
DiPino Realty
Downtown Business Association
Edison Local Schools (Jefferson County)
Excel Mining Systems
Feroleto Steel Corp.
Franciscan University of Steubenville
Friskies Can Corp.
Governor's Educational Management Council
Hancock Manufacturing Co., Inc.
IBEW
Indian Creek Local Schools (Jefferson Co.)
The Intelligencer
Jefferson County Business/Educational Partnership
Jefferson County Human Services
Jefferson County JVS
Jefferson County School District
Jefferson County Taxpayers Assoc.
Jefferson Economic Council
M&M True Value Hardware
Mars-Jane Steel
Neo Industries
Odyssey 1 Mobile Productions, Inc.
Ohio Bell
Ohio Edison/Sammis Plant
Ohio Power Company
Ohio Valley Hospital
OVH School of Nursing
Public Library of Steubenville & Jefferson County
Sal Chemicals
Signode Supply Corporation
St. John Medical Center
Steel Valley Leasing, Inc.
Steubenville City Schools
Steubenville Herald Star
Super 8 Motel
Technimedia Studios
Titanium Metals Corp., Toronto, OH Plant
Toronto City Schools
Unibank
US Can Corp.
USWA Local 1190
Weirton Steel Corporation
Wheeling Nisshim Steel Corp.
Wheeling-Pittsburgh Steel Corp.
World Radio & Telecommunications
WTOV-TV9
Harold Starr (Individual)

West Central Ohio Tech Prep Consortium (Lima Technical College)

Aeroquip Corporation
Allen East Local Schools
Allied Labor Council
Apollo Career Center
Arcadia Local Schools
Arlington Local Schools
Bath Local Schools
Benjamin Local Schools
Bellefontaine City Schools
Blanchard Valley Hospital
Bluffton Exempted Village Schools
Carey Exempted Schools
Celina City Schools
Central Insurance Companies
Coldwater Exempted Village Schools
Cory Rawson Local Schools
Crestview Local Schools
Delphos City Schools
Elida Local Schools
Findlay City Schools
Ft. Recovery Local Schools
GROB Systems, Inc.
Indian Lake Local Schools
Jennings Local Schools
Kenton High School
Leipsic Local Schools
Liberty Benton Local Schools
Lima Area/MCO Health Education Center, Inc.
Lima City Schools
Lima Engine Plant, Ford Motor Co.
Lima Memorial Hospital
Lima Technical College
Lincolnview Local Schools
Marion Local Schools
McComb Local Schools
Metokote Corp.
Miller City Local Schools
Minster Local Schools
Monarch-Stamco
New Bremen Local Schools
New Knoxville Local Schools
Ohio Hi-Point JVS
OMNI Manufacturing
Ottawa/Glandorf Local Schools
Ottoville Local Schools
Pandora/Gilboa Local Schools
Parkway Local Schools
Paulding County Schools
Perry Local Schools
Putnam County Office of Education
Ridgemont Local Schools
Riverdale Local Schools
Riverside Local Schools
Riverside High School
Shawnee Local Schools
Spencerville Local Schools
St. Henry Local Schools

St. Marys City Schools
St. Rita's Medical Center
Upper Scioto Valley Local Schools
Van Buren Local Schools
Van Wert City Schools
Van Wert County Board of Education
Vanlue Local Schools
Vantage Vocational School
Wapakoneta City Schools
Waynesfield Goshen Local Schools
Wright State University - Lake Campus

Lorain County Tech Prep Consortium
(Lorain County Community College)

Amherst EVSD
El Centro
Elyria City Schools

Mid-East Ohio Tech Prep Consortium
(Muskingum Area Technical College)

Anchor Glass Container Corporation
Bricklayers and Allied Craftsman
Caldwell Exempted Village Schools
Cambridge and Guernsey Co. Corp.
Cambridge Tool & Dye
Champion Spark Plug
CORC
Guernsey County Schools
Guernsey-Noble Career Center
International Brotherhood of Electrical Workers
Mid-East Ohio JVS
Morris & Snyder Auto Parts
Muskingum Area Technical College
Noble Local School District
Northern Local School District
Perry Local Schools
Rolling Hills Local Schools (Guernsey Co.)
United Technologies
Zanesville City Schools
Zanesville-Muskingum Chamber of Commerce

Workforce Development Council
(Terra State Community College)

Allied Signal
Bellevue City Schools
Benton-Carroll-Salem Schools
Berlin Milan Local Schools
Bettsville Local Schools
BGSU Firelands College
Clevite Elastomers
Clyde-Green Springs Exempted Village
Danbury Local Schools
Delco Chassis
Delco Chassis UAW Local 913
EHOVE JVS
Erie County
Erie County Chamber of Commerce
Ford Motor Company
Fostoria City Schools
Fremont City Schools
Genoa Schools
Gibsonburg EVSD
Guardian Industries
Hopewell-Loudon Local
Huron City Schools
Huron County
Industrial Nut Corp.
Kilbane Advertising
King Electric
Lakota Local Schools
Margaretta Local Schools
Mennel Milling Co.
Mohawk Local Schools
Monroeville Local Schools
National Machinery
New London Local Schools
New Riegel Schools
Northwest Ohio Regional Prof. Dev. Center
Norwalk City Schools
Norwalk Furniture
Ohio Power Company
Old Fort Local Schools
Ottawa County
Ottawa County Economic Development
Perkins Local Schools
Port Clinton City Schools
Private Industry Council
Sandusky City School District
Sandusky County Chamber of Commerce
Sandusky County Economic Development Corp.
Sandusky County Schools
Seneca East Local Schools
South Central Local Schools
Style Crest
Terra Technical College
Tiffin City Schools
Toledo Electrical Joint Apprenticeship & Training Committee
Upper Sandusky EVSD
Vanguard Sentinel Vocational School District
Vermilion Local
Western Reserve Local
Whirlpool Corporation
Woodmore Schools
Wyandote County

Greater Cincinnati Tech Prep Consortium
(University of Cincinnati – Clermont College)

AFL-CIO Labor Council
Bethel-Tate Local School District
Cincinnati Bell, Inc.
Cincinnati Milacron
Cincinnati Public Schools
Cincinnati Technical College
City of Forest Park Economic Dev. Dept.
Clermont County Human Services
D. Russell Lee Career Center
Employment & Training Center of Clermont County
Fairfield Local School District
Formica Corporation
Georgetown Exempted Village Schools
Great Oaks JVSD
Greater Cincinnati Hospital Council
Miami University - Hamilton Campus
Miami University - Middletown Campus
Milford Exempted Village Schools
Mount Healthy Local Schools Dist.
Northwest Local School District

OMI College of Applied Science (UC)
Princeton Local School District
Private Industry Council of the City of Cincinnati & Hamilton County
Ross Local School District
Southern Hills Career Center
Southern State Community College
St. Bernard/Elmwood Place Local School Dist.
SW Ohio Career Development Council
UC, Raymond Walters College
UC, University College
University of Cincinnati Hospital
University of Cincinnati/Clermont
US Grant JVSD
Warren County Career Center
Washington Courthouse Local School District
West Clermont Local Schools

PHASE IV

Tuscarawas County Tech Prep Consortium
(Kent State University - Tuscarawas Campus)

Allied Machine & Engineering
Ansell Edmont Industrial, Inc.
Bank One, Dover, N.A.
Buckeye JVSD
Carrollton Exempted Village School District
Carrollton Graphics, Inc.
Claymont City School District
Columbus Southern Power Company
Conotton Valley School District
Coshocton City Schools
Coshocton County Board of Education
Coshocton County JVSD
Coshocton Stainless Division
Dover City Schools
East Holmes School District
First National Bank of Dennison
Garaway Local Schools
Gen Corp Polymer Products
Gradall
Greer Steel
Handy & Harman Automotive Group
Indian Valley Local Schools
Job Training Partnership, Ohio SDA #23
Joy Technologies
Lauren Manufacturing
New Philadelphia City Schools
Newcomerstown Exempted Village Schools
Ridgewood School District
Riverview School District
Strasburg Franklin Local Schools
The Gradall Company
The First National Bank
The Timken Company
Tuscarawas County Chamber of Commerce
Tuscarawas County Labor Management Council
Tuscarawas County Schools
Zimmer Patient Care

Applied Technology Instruction:
Technical Education & Careers in Horticulture Tech Prep Consortium
(The Ohio State University Agricultural Technical Institute)

Architectural Greenery
Ashland City Schools
Ashland County - West Holmes JVS
Buckeye JVS
Carrollton Exempted Village School District
Davey Resource Group
E.G. & G., Inc.
Jackson Local Schools (Stark Co.)
Job Training Partnership, Ohio SDA #23
Lake Shore Vocational Education Compact
Mentor City Schools
Ohio Department of Natural Resources-Div. of Forestry
Triway Local Schools (Wayne Co.)
Wayne County JVS

Northwest Ohio Tech Prep Consortium
(Owens State Community College)

Anthony Wayne Local Schools (Lucas Co.)
Ball Metal
Benchmark Technologies Corp.
Centrex Corp.
Dana Corp.
Eastwood Local Schools (Wood Co.)
Findlay City Schools
Findlay City Schools
GM Powertrain, Toledo
Hancock County Office of Education
Lucas County Schools
North Baltimore Local Schools (Wood Co.)
Oregon City Schools
Penta County JVS
Springfield Local Schools (Lucas Co.)
SSOE, Inc.
Sylvania City Schools
Teamsters Local 20
Toledo Area Private Industry Council
Toledo Edison
Toledo Electrical JATC
Toledo Public Schools
University of Toledo - Community & Technical College
Washington Local Schools (Lucas Co.)
Wood County Board of Education
Woodmore Local Schools (Sandusky Co.)

Mahoning Area Consortium
(Youngstown State University)

AFL-CIO Greater Youngstown
American Ambulance
Austintown Local Schools (Mahoning Co.)
Bank One, Youngstown, N.A.
Brenner Industrial Sales & Supply
Boardman Local Schools (Mahoning Co.)
Campbell City Schools
Canfield Local Schools (Mahoning Co.)
Commercial Intertech
Copperweld Steel Company
Danieli Wean, Inc.
East Ohio Gas Company
EDS
Education Committee, Youngstown Area Board of Realtors
General Electric, Austintown Products Plant
General Extrusions, Inc.
Gold Cross Ambulance
IBM
Industrial Information Institute
Jackson-Milton Local Schools (Mahoning Co.)
Lowellville Local Schools (Mahoning County)
Mahoning County Board of Education
Mahoning County JVSD
National Refractories
Noga Ambulance
Packard Electric, Division of General Motors Corp.
Patrick C. Haggerty, DDS
Personal Care Center Plus
Poland Local Schools (Mahoning Co.)
Rohrer, Inc.
Sebring Local Schools (Mahoning County)
South Range Local Schools (Mahoning Co.)
Springfield Local Schools (Mahoning Co.)
St. Elizabeth Hospital Medical Center
Struthers City Schools
USDOL/BAT
West Branch Local Schools (Mahoning Co.)
Western Reserve Care Systems
Western Reserve Local Schools (Mahoning Co.)
Youngstown City Schools
Youngstown Warren Regional Chamber

For Ohio Tech Prep partnerships represent

40 Colleges
436 Secondary School Districts
611 Business/Industry and Labor Representatives

NOTE: The fiscal agent for each consortium is listed in parentheses under each consortium name

XII. Integrating Applied Academics into Vocational Education (Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Section 235, 240)

Correlated academics programs were implemented in the 1985-1986 school year. Basic academic subjects of mathematics, science, and communication are strengthened by applying these subjects to occupational skill training areas. The certificated academic teacher correlates the applied academic instruction with the laboratory instruction of the vocational curriculum.

A. Number of Students Participating in In-School Applied Academics Programs

There are several ways to integrate academics and vocational education. Ohio vocational education programs are unit funded. Vocational units that include one or two correlated academic classes taught by academically certificated teachers are called correlated programs.

- In FY96, 41,450 vocational students received correlated academic instruction, which was an increase over the 39,801 students served in FY95.

During FY96, a large portion of vocational education students received correlated academic education in Ohio secondary level vocational education programs. In FY96, 1,870 secondary in-school vocational education occupationally specific correlated academics blocks were operated. The 1,870 units represents 60.7% of all in-school vocational education occupationally specific blocks.

Although Ohio has made significant strides in the integration of academics during the past eight years, the potential for integration between FY95 through FY97 is still significant.

TABLE 10 - Vocational Education FY96 In-School Block Program
Distribution By Type

	Units	Percentage
(V11) Block + One Correlated Academic Class	206	6.7%
(V12) Block + Two Correlated Academic Classes	641	20.8%
(V13) Block + One Correlated Academic Class and One Technical Related Class	1,023	33.2%
(V31) Block + One Technical Related Class	114	3.7%
(V32) Block + Two Technical Related Classes	540	17.5%
(V51) One Independent Vocational Block	559	18.1%
TOTAL	3,083	100%

FY96 Academic Integration Report

Eligible In-school Vocational Block Programs That Have Correlated Academics

In FY96, integration levels varied by service area from a high 68.8% in Agricultural Education to a low of 38.9% in Marketing Education. The variations are shown in the accompanying graph.

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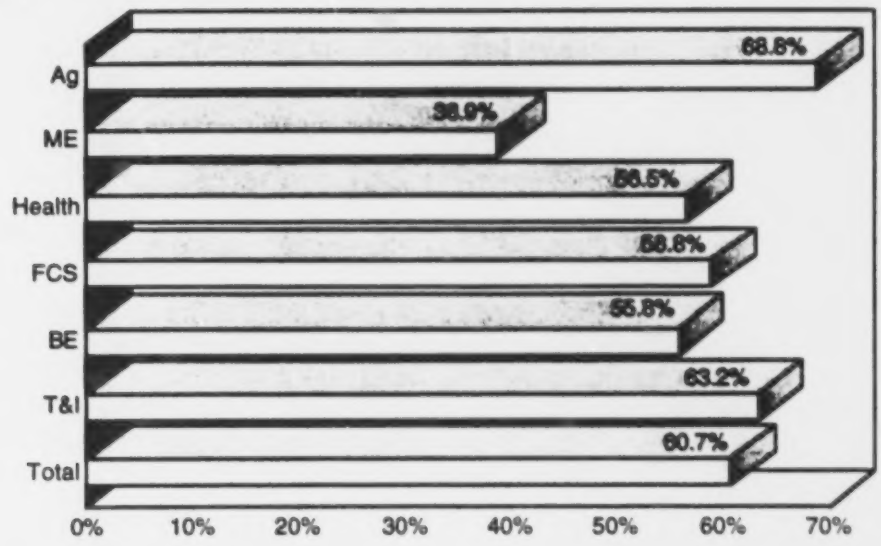
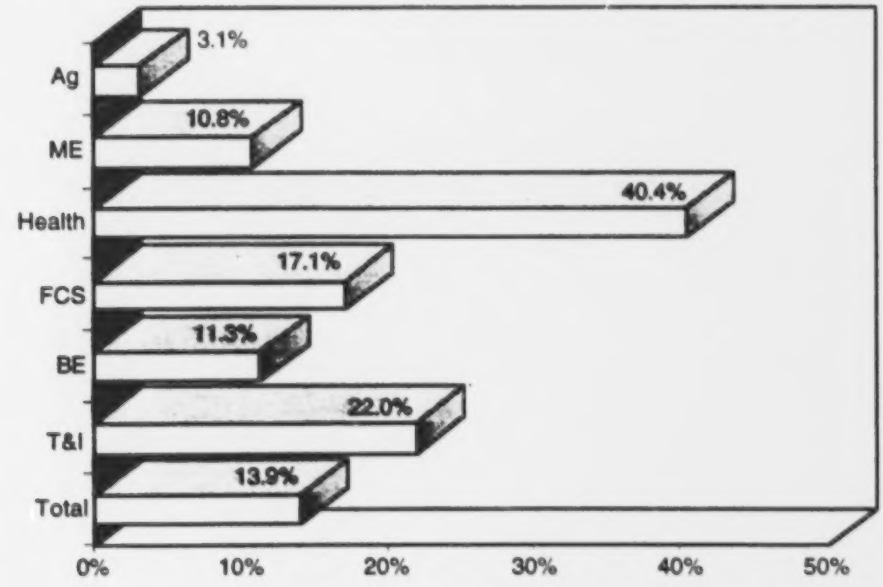
FIGURE 9



Eligible Co-op Vocational Education Programs That Have Correlated Academics

Funded correlated academic classes were made available to regular cooperative education programs for the first time in FY92. The accompanying graph indicates the implementation levels achieved in FY96.

FIGURE 10



Source: FY1996_DTR Report - COURSE_TYPE_COUNTS

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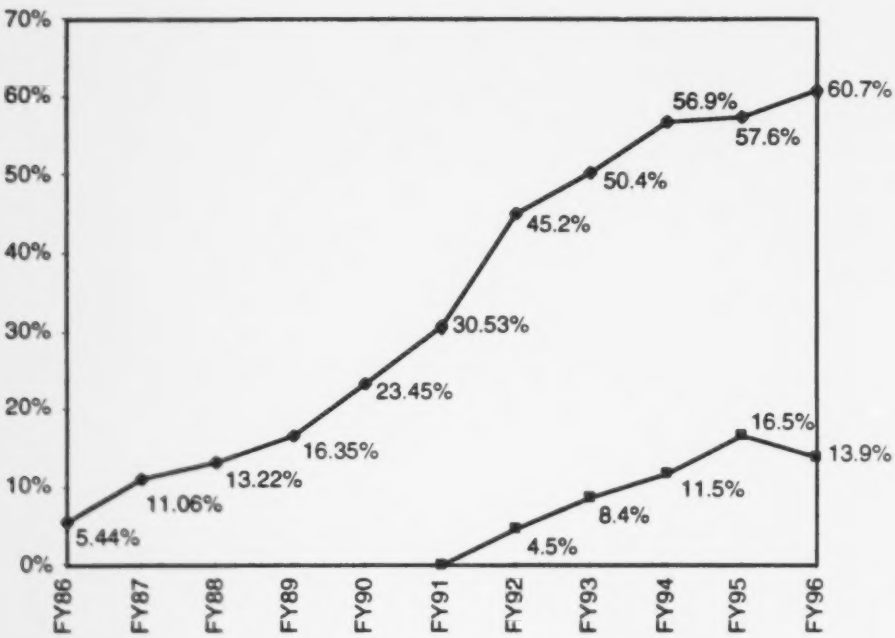
FIGURE 11



Growth of Correlated Academics Units as a Percent of Eligible Job Training

Ohio's Future at Work, the Action Plan to Accelerate the Modernization of Vocational Education Objectives, called for the following:

- By FY94, applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job specific programs.

The action plan required increasing the scope of the vocational education experience for each student. The intent is for vocational program completers to have comprehensive educational experiences that include occupational, academic, and employability competencies.

1. ***Ohio Competency Analysis Profile (OCAPs)***

   Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to CDP II and *Ohio's Future at Work* directives. OCAP competency lists evolved from a modified-DACUM process. During FY96, business, industry, labor, and community agency representatives from throughout Ohio revised 9 OCAPs completing a two-year revision cycle for 36 OCAPs. There are 24 original competency lists which were previously verified by expert workers still in use. Competencies addressing applied mathematics, applied communications, and employability are included. In addition, there are OCAPs for two dropout prevention programs and three Family and Consumer Sciences programs.

   Each OCAP contain units, competencies, and competency builders that identify the occupational and employability skills needed to enter a given occupation or occupational area. Within the OCAP outline are two levels of items: core and advancing. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. Advancing items identify the knowledge, skills, and attitudes needed to advance in a given occupation.

   Core items serve as a basis for the criterion-referenced **Ohio Vocational Competency Assessments (OVCA)**. The OVCA package which includes occupational, applied,

academic, and employability skills assessments will form Ohio's basis for measuring learning gain; however, locally controlled performance testing will also occur. This combination of information will be used by teachers to determine which competencies appear on students' career passports.

Competency Profile Software (SCAP) is also available to assist teachers in the development of vocational program courses of study and the tracking of competency attainment for the Career Passport each student receives upon program completion. This IBM-compatible database allows full manipulation of a given OCAP and can print to a disk file, the screen, or a printer.

OCAPs and SCAPs are available in the following areas:

Occupational Competency Analysis Profiles	Ohio Competency Analysis Profiles
These are 33 revised and 3 new competency lists verified by expert workers include the following components: • **Occupational competency profile**-list of occupational competencies, clustered into broader units and detailing the knowledge, skills, and attitudes (competency builders) needed to perform each competency • **Employability competency profile**-list of employability competencies and competency builders, clustered into broader units • **Academic job profile**-identification of the Work Keys assessment skill levels students need to master to be successful at entry level in the specific occupation • **Academic competencies**-lists of academic competencies (derived from Ohio's model competency-based programs for language arts, mathematics, and science) that have been identified as crucial to an entry-level employee in the specific occupation	These 24 original competency lists verified by expert workers include two components: • **Occupational competency profile**-list of knowledge, skills, and attitudes needed to enter and remain in a given area • **Employability competency profile**-list of employability competencies and competency builders updated with the 1995 revision of this component • **Academic job profiles**-which identify the Work Keys assessment skill levels students need, are included in the 1995 Job Profiling Guide for selected occupations (see page 9) • **Academic competencies**-(derived from Ohio's model competency-based programs for language arts and mathematics) identified as crucial to an entry-level employee are listed for all occupations in the Applied Communications and the Applied Mathematics OCAPs

Occupational Competency Analysis Profiles	Ohio Competency Analysis Profiles
Agricultural Education	
Agricultural/Industrial Mechanical Technician	Agricultural Production
Agricultural Products Processing	Agriculture Sales and Service
Animal Management Technician	Agriscience
Environmental Management	Beef and Sheep Producer
Horticulture (includes Turf and Landscape Worker/Nursery and Garden Center Worker/Floriculture and Greenhouse Worker/Horticulture)	Crop Producer
	Dairy Producer
	Meat Processor
	Poultry Producer
Natural Resources (includes Forest Industry Worker/Resource Conservation/Natural Resources)	Swine Producer

Business and Marketing Education

Accounting
Administrative/Office Technology
Business Administration and Management
Business Information Systems
Entertainment Marketing
General Marketing
Marketing Management
Entrepreneurship
Travel and Tourism Marketing

Family and Consumer Sciences

Early Childhood Education and Care
Food Management, Production, and Service
GRADS (Teenage Parenting)
Clothing and Interiors, Production and Services
Hospitality and Facility Care Services
Middle School Home Economics
Work and Family Life

Health Occupations

Dental Assistant
Medical Assistant
Nurse Aide
Diversified Health Occupations
Practical Nursing

Trade and Industrial Education

Auto Collision Technician
Auto Mechanics
Building and Property Maintenance
Carpentry
Commercial Art
Commercial Photography
Commercial Truck/Equipment Technician (replaces Diesel Mechanics)
Criminal Justice
Drafting
Electrical Trades
Electronics
Graphic Communications
Heating, Ventilation, Air-Conditioning, and Refrigeration (HVAC/R)
Precision Machining Technologies
Masonry
Welding
Cosmetology
Industrial Maintenance
Power Equipment Technology

Dropout Prevention

Occupational Work Adjustment
Occupational Work Experience

Applied Academics Programs

Applied Communications
Applied Mathematics

2. *Employability Skills*

Ohio's Future at Work requires local courses of study for all vocational programs to address skills in student leadership (developed through participation in vocational student organizations), critical thinking, decision making, citizenship, employability, balancing of work and family, entrepreneurship, economic education, and life-long learning concepts. This requirement supports the broadened mission of vocational education that includes

comprehensive education, training, and support services to develop occupational skills, academic skills, and employability skills.

Program models have been implemented to reinforce integrated employability skills instruction through separately funded classes. An Ohio Competency Analysis Profile (OCAP) for employability skills has been developed for use in all programs.

Ohio has become a member of the Agency for Instructional Technology (AIT) consortium. As a result, Ohio vocational programs have access to a variety of instructional materials in the areas of problem solving, teamwork, and self-management.

3. *Ohio Vocational Competency Assessment (OVCA) Package*

The OVCA package consists of two separate assessment components: OCAP and Work Keys. The OCAP component assesses the student in two areas: occupational skills in one of 39 areas and employability skills generic to all occupational areas. The assessments are based on the core competencies identified through the Ohio Competency Analysis Profile (OCAP) process, and each multiple-choice item is correlated to those essential competencies representing employment requirements in a specific field. The Work Keys component, developed by American College Testing (ACT), combines four assessments. *Applied Mathematics* measures the student's ability to analyze, set up, and solve math problems typically found in the workplace. *Locating information* measures the student's ability to use graphic documents to insert, extract, and apply information. *Applied Technology* measures the student's ability to solve problems of a technological nature. *Reading for Information* measures the examinee's ability to read and understand work-related instructions and policies.

All OVCA items are criterion-referenced, use a multiple-choice format, and will be administered using a traditional paper-and-pencil method. The OVCA is designed to accomplish the following:

- Provide one dimension of a multi-assessment strategy for career passport credentialing.
- Evaluate learner readiness for jobs requiring specific occupational, academic, and employability skills.
- Assist educators in curriculum development.
- Provide state-aggregated learning gain scores to comply with regulations in CDP II.

In FY96, the OVCA package was administered statewide to level one and level two students. The Work Keys pre-test component of the package was administered in the Fall of 1995 to 33,895 vocational students with the post-test administration following in the Spring of 1996 to 42,054 vocational students. The OCAP/Employability component of the OVCA package had 40,496 students assessed during the Spring testing window. Gain score information follows below for the Work Keys assessments. Gain score data for the OCAP/Employability component of the OVCA package will be available after the Spring 1997 administration.

4. *Multiple Assessment*

To enhance both instruction and learning, teachers were encouraged to use multiple types of assessment to accurately measure student competency attainment. To complement the assessments which classroom teachers have traditionally developed and depended upon, broad-based performance assessments were recommended as an additional tool to assess difficult to measure, real-life competencies. Fifty-five teachers participated in a workshop series that developed skills in the design and implementation of portfolio assessments. Teachers will implement portfolio assessment strategies in the FY97 school year.

Table 11 - Work Keys *Applied Technology* Pretest/Post-test Comparison for the State of Ohio

		<3	Level 3	Level 4	Level 5	Level 6	Total
Fall 95	Number	9,023	4,998	2,295	556	83	16,355
	Percentage	55	27	14	3	1	100
	% at or above	100	45	18	4	1	
Spring 96	Number	12,611	4,791	2,004	772	35	20,213
	Percentage	62	24	10	4	0	100
	% at or above	100	38	14	4	0	

Table 12 - Work Keys *Locating Information* Pretest/Post-test Comparison for the State of Ohio

		<3	Level 3	Level 4	Level 5	Level 6	Total
Fall 95	Number	4,198	7,437	16,517	5,529	214	33,895
	Percentage	12	22	49	16	1	100
	% at or above	100	88	66	17	1	
Spring 96	Number	8,503	9,607	19,445	4,209	47	41,811
	Percentage	20	23	47	10	0	100
	% at or above	100	80	57	10	0	

Table 13 - Work Keys *Applied Mathematics* Pretest/Post-test Comparison for the State of Ohio

		<3	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Fall 95	Number	4,430	8,307	11,077	7,509	2,007	327	33,657
	Percentage	13	25	33	22	6	1	100
	% at or above	100	87	62	29	7	1	
Spring 96	Number	6,088	9,295	12,454	9,707	3,931	579	42,054
	Percentage	14	22	30	23	9	1	100
	% at or above	100	86	63	34	11	1	

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Table 14 - Work Keys *Reading for Information* Pretest/Post-test Comparison for the State of Ohio

		<3	Level 3	Level 4	Level 5	Level 6	Level 7	Total
Fall 95	Number	1,460	2,126	6,163	5,969	1,709	125	17,572
	Percentage	8	12	35	34	10	1	100
	% at or above	100	92	80	44	10	1	
Spring 96	Number	2,772	2,052	8,326	5,415	2,490	290	21,345
	Percentage	13	10	39	25	12	1	100
	% at or above	100	87	77	38	13	1	

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XIII. Career Guidance and Counseling (Title II, Title III, Part C, Section 321-323)

A. Career Guidance Activities

Career guidance and counseling activities focused on the delivery of the Guidance Validation Summary review to the VEPDs involved in the Vocational MaPP process (Measuring and Planning Progress) and conducting the MaPP Career Development reviews.

The Guidance Validation Summary was developed to fulfill the requirement within the Comprehensive Strategic Plan which states "there must be a comprehensive guidance and counseling program available to all students within the VEPD." The requirement is to be met by each VEPD in order to qualify for state vocational funds and federal program improvement funds for secondary and adult programs under the Carl D. Perkins Vocational and Applied Technology Act of 1990.

Guidance Validation Summary orientations were conducted with counselors from the local districts within each VEPD participating in MaPP. A representative from each local guidance and counseling program received a guidance validation summary containing statements that describe a comprehensive, competency-based guidance program to complete and return. Summaries were returned from all of the local districts as well as from each JVS and Career Center. A final summary meeting was then held at each VEPD to review the results, discuss developmental and implementation concerns and receive information about Ohio's School to Work System. There was also discussion and handouts about using the Internet and world wide web to enhance the career guidance program.

Technical assistance was provided to two school districts which were developing competency based guidance and counseling programs and three presentations were given to districts interested in the School-to-Work Transitions Initiative. Also a program was presented at the All Ohio Counselors Conference entitled "Sculpting a Comprehensive Guidance and Counseling Program." In addition, representation on the Career Education Task Force committee and the Ohio Vocational Education Association Student Services Board of Directors was maintained.

Guidance Validation Summary Results

All of the schools reviewed have a comprehensive guidance and counseling program and qualify for state vocational funds and federal program improvement funds for secondary and adult programs under the Carl D. Perkins Vocational and Applied Technology Act of 1990.

Composite validation summary data charts were produced for each VEPD and the results were discussed at the final summary meetings. Copies of the data sheets were also sent to the appropriate Liaison and Career Development staff with a narrative detailing the strengths and improvement areas for each VEPD.

Two additional composite validation summary data charts were developed: one to profile the JVS/career centers and another to profile all of the schools reviewed. The charts are attached and the results profiled in the following section.

Composite Profile for JVS/Career Centers (see attached chart)

There were a total of thirteen JVS/Career Centers involved in the Guidance Validation Summary review. The following profile is a composite of all of the JVS/career centers and includes a narrative listing program strengths and areas for improvement. A data summary chart identifying

the developmental status of the JVS/career centers guidance and counseling programs in all nineteen component areas is also included.

Program Strengths include:

- school district and guidance philosophy statements
- goals are representative of the needs of all students
- providing support to all students in meeting achievement and proficiency standards
- articulation with other school and community programs
- involvement of appropriate individuals in program development and implementation
- administrative support
- providing information and counseling to parents and students concerning the Postsecondary Options Program

Areas for Continued Improvement:

- developing measurable student competencies for each of the student goals
- developing a guidance curriculum that directly addresses each student competency
- developing an evaluation program

Composite Profile for All Schools (see attached chart)

There were a total of one hundred and seventy-four school districts within the 21 VEPDs involved in the Guidance Validation Summary review. The following profile is a composite of all school districts and includes a listing of program strengths and areas for improvement. A data summary chart identifying the developmental status of the guidance and counseling programs in all nineteen component areas is also included.

Program Strengths include:

- school district and guidance philosophy statements
- goal statements that address the personal, social, educational and career development of students
- goals are representative of the needs of all students
- providing support to all students in meeting achievement and proficiency standards
- administrative support
- providing information and counseling to parents and students concerning the Postsecondary Options Program

Area for Continued Improvement:

- developing measurable student competencies for each of the student goals
- developing a guidance curriculum that directly addresses each student competency
- developing an evaluation program
- providing for adequate facilities/staff

1996
Composite Chart for JVS/ Career Centers
13 JVS/ Career Centers

	completed	not initiated		10 - 25 %	30 - 45 %	50 %	60 - 75 %	80 - 95 %
1. There is a school philosophy statement.	100	0		0	0	0	0	0
2. There is a guidance philosophy statement.	92	7		0	0	0	0	0
3. There is an overall goal statement for the comprehensive guidance and counseling program that addresses the personal, social, educational and career development of students.	77	15		0	0	0	7	0
4. There is a set of student goals related to the program goal statements. The goals are specified by grade level. The goals are specified by levels or degree of achievement.	69	15		0	7	0	7	0
5. Student goals are representative of the needs of both male and female students from all language, economic and ethnic groups.	92	7		0	0	0	0	0
6. There are measurable student competencies specified for each of the student goals.	46	15		0	15	15	0	7
7. A guidance curriculum is identified and established that directly addresses each student competency.	54	7		0	7	15	0	15
8. Appropriate guidance activities related to specified student outcomes are adequately staffed.	61	0		0	0	23	7	7
9. The comprehensive guidance and counseling program articulates with other school and community programs.	92	7		0	0	0	0	0
10. The program provides support to all students in meeting achievement and proficiency standard.	100	0		0	0	0	0	0
11. The program provides for articulation among all levels of guidance programs within the school district and the continuity of students' personal, social, educational and career competency development a all levels.	77	15		0	0	0	0	7
12. A plan exists for identifying, developing and applying the expertise o all available personnel.	77	15		0	0	0	7	0
13. There is an evaluation program assessing both the program process and the achievement of student, teacher and parent competencies.	38	38		0	7	0	15	0
14. A periodic report is presented on the program outcomes to the administrator in charge of guidance.	77	7		7	0	0	7	0
15. All persons who are affected by the program are involved in its development and implementation.	84	7		0	0	7	0	0
16. There is administrative support.	84	0		0	0	0	7	7
17. There is adequate facilities/staff to carry out the program.	54	0		0	0	23	15	7
18. There is sufficient financial support.	61	0		0	0	23	15	0
19. Parents and students are presented information about the Postsecondary Options Program and receive counseling concerning the possible risks and consequences of participating in the program.	100	0		0	0	0	0	0

1996

All Schools Composite Chart

- 13 JVS/Career Centers
- 174 Local Districts

	completed	not initiated	10 - 25 %	30 - 45 %	50 %	60 - 75 %	80 - 95 %
1. There is a school philosophy statement.	99	0	0	0	0	0	1
2. There is a guidance philosophy statement.	96	1	0	0	1	1	1
3. There is an overall goal statement for the comprehensive guidance and counseling program that addresses the personal, social, educational and career development of students.	86	5	0	0	2	3	1
4. There is a set of student goals related to the program goal statements. The goals are specified by grade level. The goals are specified by levels or degree of achievement.	68	11	2	1	4	9	3
5. Student goals are representative of the needs of both male and female students from all language, economic and ethnic groups.	84	6	1	0	1	2	3
6. There are measurable student competencies specified for each of the student goals.	51	20	2	1	8	9	6
7. A guidance curriculum is identified and established that directly addresses each student competency.	60	13	2	1	9	8	5
8. Appropriate guidance activities related to specified student outcomes are adequately staffed.	44	9	1	1	11	23	10
9. The comprehensive guidance and counseling program articulates with other school and community programs.	75	2	0	0	4	6	12
10. The program provides support to all students in meeting achievement and proficiency standard.	85	1	0	0	3	4	6
11. The program provides for articulation among all levels of guidance programs within the school district and the continuity of students' personal, social, educational and career competency development at all levels.	70	2	1	2	6	9	8
12. A plan exists for identifying, developing and applying the expertise of all available personnel.	66	12	1	0	4	8	6
13. There is an evaluation program assessing both the program process and the achievement of student, teacher and parent competencies.	34	28	3	3	12	10	7
14. A periodic report is presented on the program outcomes to the administrator in charge of guidance.	61	22	1	1	4	5	2
15. All persons who are affected by the program are involved in its development and implementation.	63	5	1	1	5	10	12
16. There is administrative support.	82	0	0	0	4	4	8
17. There is adequate facilities/staff to carry out the program.	35	5	1	1	19	24	13
18. There is sufficient financial support.	50	2	1	1	15	17	11
19. Parents and students are presented information about the Postsecondary Options Program and receive counseling concerning the possible risks and consequences of participating in the program.	100	0	0	0	0	0	0

B. Career Development Program

The Division of Vocational and Adult Education, Ohio Department of Education, Career Development Unit served individuals and organizations that facilitate the career development process. The Career Development Unit provided leadership and management in the development and marketing of quality educational services and products. The Career Development Program served career education coordinators, job placement directors, K-12 teachers, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking. Career development in Ohio is delivered to all students in grades K-12 through Career Development Programs in 90 funded Vocational Education Planning Districts (VEPDs). A coordinator at each funded VEPD or combined VEPDs has been responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator included the writing of both program proposals and reports; planning and coordinating educator and community career education inservice programs; planning and implementing classroom and building career education activities in grades K-12 of each district served; implementing and providing leadership for Individual Career Plans; piloting the Career Passport for all with eleventh grade students; and managing sound fiscal activities that support the above listed activities.

All of these statewide career development activities are given direction and coordination on the state level through the Career Development Unit whose staff provides leadership to ensure that career education experiences will provide Ohio's students with opportunities to make informed career choices, prepare for employment, and extend career development throughout their adult life.

Career education in Ohio traces its origin to a small number of pilot projects initiated in 1970. Based on the success of these efforts, the Ohio General Assembly began to appropriate state funds to help support and expand the number of career education programs. To date, the growth of career education in this state has been significant. The FY96 status of the programs reflects the following:

- A total of 90 state funded programs serving 612 Ohio school districts were operational during FY96.
- A total of 1.8 million students were served in grades kindergarten through 12 during FY96.
- The number of students served represents 100% of Ohio's K-12 student population.

Federal funds were to support in whole or in part the following activities:

- Implementation of Individual Career Plans, grades 7-12 and adult.
- Opportunities for career exploration activities.
- Infusion of career education concepts into subject area classes by teachers in grades 7-12.
- Availability of comprehensive, up-to-date career planning information and classroom strategies to high school students and adults via the Ohio Career Information System (OCIS).
- Purchase of instructional materials directly related to meeting the career development needs of students in grades 7-12.
- Sponsorship of staff development activities (for teachers, guidance counselors, administrators and career program personnel) related to expansion of services to grades 7-12 and adult.
- Increased involvement of vocational education instructors in the career education process, review of students' Individual Career Plans, career passport development, and improved communications between academic and vocational instructors.
- Support of vocational assessment (interests, abilities) programs for high school students and adults.
- Development of additional school-community partnerships with emphasis on the career education needs of high school students.
- Support activity research projects which resulted in positive outcomes for students.

- Implementation of Career Passports for all vocational completers (secondary/adult).
- Pilot a Career Passport for all with eleventh grade students.

An analysis of local expenditures under Title II, Part C, indicates that recipients voluntarily chose to invest significant portions of their federal grants in career development related expenditures. Although recipients were asked to reserve at least 6% of their grant awards for career development activities to maintain a commitment to Career Guidance/Career Education; expenditures were much greater.

In FY96, local secondary Career Development programs concentrated their efforts to focus on the development of an Individual Career Plan (ICP) for all students beginning at grade eight, and revision at grades 9, 10, and 11.

ICP documents were initiated by 133,396 eighth-grade students, representing 94% of Ohio's eighth-grade population. In addition, 34,974 seventh-grade students and 19,863 sixth-grade students initiated ICPs. ICP documents were reviewed by 130,199 ninth-grade students. This represents approximately 99% of the students who initiated ICPs in the eighth-grade in FY95. ICP documents were reviewed by 116,893 10th grade students, or 91% of the students who initiated ICPs as 8th grade students in FY94. To effectively implement the ICP program the estimated 536,000 students in grades 8-12 should have a current individual career plan by 1998.

The core standard for career development was continued in FY96. Each career development program was required to interview 2 percent of their 7th, 8th, 9th, and 10th grade populations or 26 students at each grade level; whichever number was larger. Students interviewed were asked three questions: *What are your career goals?, What courses or classes do you plan on doing after high school to reach your career goals?* , and *What do you plan on doing after high school to reach those goals?* Student responses had to meet three criteria in order to be deemed appropriate: the career goal had to be legal, the career goal had to be income-producing, and the responses to the last two questions had to be appropriate to the career goals stated by the student. The performance measure states that at least 75% of the students interviewed should be able to answer the three questions and meet the criteria. **3,371 8th grade students** were interviewed. Of these students, 88% were able to respond appropriately. **3,553 9th grade students** were interviewed. Of these students, 85% were able to respond appropriately. **3,297 10th grade students** were interviewed. Of these students, 86% were able to respond appropriately. All data exceed the performance measure of 75% established by the Committee of Practitioners.

SECTION II

FY96

Performance Analysis of the State Plan Goals

A. Mission of Vocational and Adult Education in Ohio

As part of *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio*, the State Board adopted the following mission statement for Vocational and Adult Education, effective July 1, 1990.

The mission of the vocational and adult education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following: Occupational skills--those skills involving the technical abilities to perform required workplace tasks, including problem-solving and critical thinking; Academic skills--those core competencies necessary to prepare for and secure a career, facilitate life-long learning, and assure success in a global economy; Employability skills--those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

In FY94, the Ohio Department of Education, Division of Vocational and Adult Education implemented the following mission statement to address the overall mission.

The mission of the Division of Vocational and Adult Education staff is to provide state leadership, technical expertise, regulatory assistance, and efficient administration of state, federal, and other resources necessary to enhance the quality and continuous improvement of vocational and adult education in Ohio.

B. 1995 Vocational Completers: 1996 Status

Vocational education's central mission is to prepare youths and adults to enter, compete, and advance in a changing work world. One measure of vocational education's success in achieving that mission is the success of vocational completers. Follow-up statistics, therefore, have become the most common yardstick for measuring vocational education's success.

This section contains follow-up information on the vocational students that completed in June, 1995. This information reflects the status of these completers in January through March of 1996. Information about the status of all completers, special populations completers, and female completers are presented and contrasted with comparative groups in this section.

1. The Vocational Completer

Secondary vocational completers are students who:

- Attain occupationally specific skills sufficient for employment in a cluster of specific occupations; and
- complete at least 450 hours of instruction in an approved vocationally occupationally specific program; and are no longer enrolled in school.

Postsecondary vocational completers are students who:

- Attain occupationally specific skills sufficient for employment in the area relating to occupational area of study; **or**
- complete a full-time adult vocational occupationally specific program or a technical education associate degree program.

Those students meeting these criteria are included in the data contained in this section. Those students who participate in vocational education programs, but do not meet the completer criteria are either transfers; those students that are continuing their educational experience in another program, or leavers; students who have left the school system.

Vocational completers are further subdivided into special populations and gender. The following definitions determine how students are assigned to each special population:

- "Disabled" students are individuals who are deaf; hard-of-hearing; mentally retarded; orthopedically impaired; limited in strength, vitality, or alertness due to chronic or acute health problems; seriously emotionally disturbed; speech or language impaired; and/or visually disabled; and/or who have a specific learning disability.
- "Disadvantaged" students are individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. These students include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from schools.

2. The Ohio Follow-up Process

All vocational completers participate in a follow-up survey during January through March of the year following completion of a vocational program. Individual completers are contacted by one of three methods; a written survey, a personal contact, or a telephone call. The contacts are made by each school district with vocational completers. The resulting individual survey information is then summarized by each school district by funded classroom unit. The school district, in turn, submits the completer data to the Ohio Department of Education, Division of Vocational and Adult Education. The division's vocational management information staff further compiles the individual school district data into state aggregate reports.

School districts report their follow-up information by funded classroom unit and in the following categories:

1) Entered military
2) Employed related and pursuing related education
3) Employed related and pursuing non-related education
4) Employed related and not pursuing additional education
5) Employed non-related and pursuing related education
6) Employed non-related and pursuing non-related education
7) Employed non-related and not pursuing additional education
8) Not working and pursuing related education
9) Not working and pursuing non-related education
10) Not working, but actively seeking employment
11) Not in the labor force
12) Status Unknown

The follow-up process successfully contacts a high percentage of Ohio's vocational completers.

The integrity of the follow-up system is maintained by state staff. During routine evaluations, random on-site checks, and through selected visits, the follow-up data reported by individual school districts are checked. Those programs with especially low results are targeted for analysis.

Every effort is made to maintain consistency in reporting. A procedure guide is supplied with each set of follow-up forms provided to school districts. Follow-up reporting procedures are discussed at annual Local Education Area Planning (LEAP) meetings. Groups closely involved in the follow-up process (e.g., job placement personnel) are provided opportunities to discuss the follow-up process at regular update meetings.

3. The Mission Indicators

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 required each state to establish a set of statewide core standards and measures of performance to determine vocational education program quality and to determine areas needing improvement. Follow-up performance measures are a significant component of Ohio's comprehensive performance measures system. The placement goals identified here relate to the indicators in effect during FY96. There are 6 mission indicators related to vocational completer follow-up status. They are:

- At least 60% of completers available for civilian employment are employed in occupations related to their training.

Formula: (2+3+4)÷(2+3+4+5+6+7+10)(numbers refer to the categories used for reporting data listed in the previous part, *The New Ohio Follow-up Process*)

- The employment rate of completers available for civilian employment is equal to or exceeds 84%.

Formula: (2+3+4+5+6+7)÷(2+3+4+5+6+7+10)

- At least 90% of total completers are reported in categories other than status unknown.

Formula: (1+2+3+4+5+6+7+8+9+10+11)÷(1+2+3+4+5+6+7+8+9+10+11+12)

- At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

Formula: (2+3+5+8)÷(2+3+5+6+8+9)

- Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

Formula: (1+2+3+4+5+6+7)÷(1+2+3+4+5+6+7+10)

- Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education, or are employed in the military.

Formula: (1+2+3+4+5+6+7+8+9)÷(1+2+3+4+5+6+7+8+9+10+11+12)

Secondary Completers

"Status Known" Secondary Vocational Completers by Status

TABLE 1-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only	50.4%
Employed and Continuing Ed	23.9%
Continuing Education Only	12.6%
Military Employed	4.0%
Unemployed	4.1%
Unavailable for Work	5.0%

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results

TABLE 2-These figures compare the actual status of 1995 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Secondary Voc. Completer Results	72.5%	Secondary Voc. Completer Results	86.7%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Secondary Voc. Completer Results	94.8%	Secondary Voc. Completer Results	95.1%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Secondary Voc. Completer Results	95.1%	Secondary Voc. Completer Results	86.5%
Mission Indicators	90.0%	Mission Indicators	85.0%

"Status Known" Special Population Vocational Completers by Status

TABLE 3-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only		**Military Employed**	
Non-Special Needs	46.8%	Non-Special Needs	4.4%
Disadvantaged	55.3%	Disadvantaged	3.9%
Disabled	63.1%	Disabled	1.6%
Employed & Continuing Ed.		**Unemployed**	
Non-Special Needs	26.3%	Non-Special Needs	3.0%
Disadvantaged	21.8%	Disadvantaged	5.4%
Disabled	11.8%	Disabled	8.5%
Continuing Education Only		**Unavailable for Work**	
Non-Special Needs	14.9%	Non-Special Needs	4.6%
Disadvantaged	8.2%	Disadvantaged	5.4%
Disabled	8.5%	Disabled	6.7%

Comparison of Ohio Mission Indicators and Special Population Secondary Vocational Completer Results

TABLE 4-These figures compare the actual status of 1995 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Disadvantaged	74.4%	Disadvantaged	88.5%
Disabled	69.0%	Disabled	86.3%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Disadvantaged	93.5%	Disadvantaged	93.8%
Disabled	89.8%	Disabled	90.0%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Disadvantaged	94.7%	Disadvantaged	84.5%
Disabled	95.2%	Disabled	80.7%
Mission Indicators	90.0%	Mission Indicators	85.0%

"Status Known" Secondary Vocational Completers by Status and by Gender

TABLE 5-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only		**Military Employed**	
Male	53.1%	Male	6.5%
Female	47.4%	Female	1.2%
Employed & Continuing Ed.		**Unemployed**	
Male	22.1%	Male	3.8%
Female	25.8%	Female	4.4%
Continuing Education Only		**Unavailable for Work**	
Male	11.4%	Male	2.5%
Female	13.4%	Female	7.7%

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results by Gender

TABLE 6-These figures compare the actual status of 1995 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Male	72.9%	Male	86.9%
Female	72.1%	Female	86.6%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Male	95.2%	Male	95.6%
Female	94.4%	Female	94.5%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Male	95.5%	Male	89.4%
Female	94.7%	Female	83.3%
Mission Indicators	90.0%	Mission Indicators	85.0%

TABLE 7

Follow-up of Ohio Secondary Vocational Program Completers 1991-1995
All Vocational Completers

		Number					Percent				
		1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
1	*Total	36,742	31,532	34,530	31,947	31,711	100.0%	100.0%	100.0%	100.0%	100.0%
2	**Civilian labor force**	**25,893**	**22,658**	**24,227**	**23,794**	**23,638**	**70.5%**	**71.9%**	**70.2%**	**74.5%**	**74.5%**
3	Employed related	18,441	16,304	17,285	17,351	17,148	71.2%	72.0%	71.3%	72.9%	72.5%
4	*and continuing education related*	*4,377*	*3,607*	*4,047*	*4,244*	*4,495*	*16.9%*	*15.9%*	*23.4%*	*24.5%*	*26.2%*
5	*and continuing education, nonrelated*	*1,076*	*899*	*1,016*	*1,021*	*1,105*	*4.2%*	*4.0%*	*5.9%*	*5.9%*	*6.4%*
6	*and not continuing education*	*12,988*	*11,798*	*12,222*	*12,086*	*11,548*	*50.2%*	*52.1%*	*70.7%*	*69.7%*	*67.3%*
7	Employed nonrelated	5,448	4,929	5,465	5,259	5,261	21.0%	21.8%	22.6%	22.1%	22.3%
8	*and continuing education related*	*942*	*876*	*925*	*988*	*979*	*3.6%*	*3.9%*	*16.9%*	*18.8%*	*18.6%*
9	*and continuing education, nonrelated*	*688*	*620*	*647*	*654*	*626*	*2.7%*	*2.7%*	*11.8%*	*12.4%*	*11.9%*
10	*and not continuing education*	*3,818*	*3,433*	*3,893*	*3,617*	*3,656*	*14.7%*	*15.2%*	*71.2%*	*68.8%*	*69.5%*
11	Unemployed, but seeking	2,004	1,425	1,477	1,184	1,229	7.7%	6.3%	6.1%	5.0%	5.2%
12	**Not in the civilian labor force**	**10,849**	**8,874**	**10,303**	**8,153**	**8,073**	**29.5%**	**28.1%**	**29.8%**	**25.5%**	**25.5%**
13	Employed, military	1,787	1,649	1,610	1,377	1,213	16.5%	18.6%	15.6%	16.9%	15.0%
14	Continuing education, but not employed	4,821	3,826	4,547	3,583	3,803	44.4%	43.1%	44.1%	43.9%	47.1%
15	*in a related field*	*3,732*	*3,005*	*3,575*	*2,811*	*2,970*	*77.4%*	*78.5%*	*78.6%*	*78.5%*	*78.1%*
16	*in a nonrelated field*	*1,089*	*821*	*972*	*772*	*833*	*22.6%*	*21.5%*	*21.4%*	*21.5%*	*21.9%*
17	Not in the labor force	1,983	1,571	1,832	1,603	1,508	18.3%	17.7%	17.8%	19.7%	18.7%
18	Status unknown	2,258	1,828	2,314	1,590	1,549	20.8%	20.6%	22.5%	19.5%	19.2%
19	**Mission Indicators**						Percent of Comparison Population				
20	Primary Indicators										
21	Related Civilian Employment (≥60%)	18,441	16,304	17,285	17,351	17,148	71.2%	72.0%	71.3%	72.9%	72.5%
22	Civilian Employment (≥84%)	23,889	21,233	22,750	22,610	22,409	92.3%	93.7%	93.9%	95.0%	94.8%
23	** *General Youth Employment Rate*						*84.5%*	*81.9%*	*83.9%*	*83.8%*	*85.6%*
24	Status Known (≥90%)	34,484	29,704	32,216	30,357	30,162	93.9%	94.2%	93.3%	95.0%	95.1%
25	Secondary Indicators										
26	Related Experience & Continuing Education (≥60%)	4,377	3,607	9,563	9,064	9,549	85.1%	85.3%	85.5%	86.4%	86.7%
27	Military & Civilian Employment (≥84%)	25,676	22,882	24,360	23,987	23,622	92.8%	94.1%	94.3%	95.3%	95.1%
28	Positive Outcome (≥85%)	30,497	26,708	28,907	27,570	27,425	83.0%	84.7%	83.7%	86.3%	86.5%
29	**Analysis of Status Known Completers**						Percent of Status Known Completers				
30	Civilian Employed Only	942	15,231	16,115	15,703	15,204	2.7%	51.3%	50.0%	51.7%	50.4%
31	Continuing Education Only	4,821	3,826	4,547	3,583	3,803	14.0%	12.9%	14.1%	11.8%	12.6%
32	Employed & Continuing Education	3,818	3,433	6,635	6,907	7,205	11.1%	11.6%	20.6%	22.8%	23.9%
33	Military Employed	1,787	1,649	1,610	1,377	1,213	5.2%	5.6%	5.0%	4.5%	4.0%
34	Civilian Unemployed	2,004	1,425	1,477	1,184	1,229	5.8%	4.8%	4.6%	3.9%	4.1%
35	Not in the labor force	1,983	1,571	1,832	1,603	1,508	5.8%	5.3%	5.7%	5.3%	5.0%
36	Employed Total	25,676	22,882	24,360	23,987	23,622	74.5%	77.0%	75.6%	79.0%	78.3%
37	Continuing Education Total	3,732	3,005	11,182	10,490	11,008	10.8%	10.1%	34.7%	34.6%	36.5%

*FY 1993 DTR Report VE23S Exec Secondary Completers

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Postsecondary Completers

"Status Known" Postsecondary Full-time Adult Vocational Completers by Status

TABLE 8-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only	67.2%
Employed and Continuing Ed	24.1%
Continuing Education Only	2.7%
Military Employed	0.1%
Unemployed	2.7%
Unavailable for Work	3.2%

Comparison of Ohio Mission Indicators and Postsecondary Full-time Adult Vocational Completer Results

TABLE 9-These figures compare the actual status of 1995 postsecondary adult vocational completers in full-time programs (both full-time and associate degree) with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Postsec. Voc. Completer Results	88.0%	Postsec. Voc. Completer Results	93.4%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Postsec. Voc. Completer Results	97.2%	Postsec. Voc. Completer Results	97.2%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Postsec. Voc. Completer Results	91.4%	Postsec. Voc. Completer Results	86.1%
Mission Indicators	90.0%	Mission Indicators	85.0%

"Status Known" Special Population Postsecondary Adult Vocational Completers in Full-time Adult Programs by Status

TABLE 10-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only		**Military Employed**	
Non-Special Needs	67.2%	Non-Special Needs	0.1%
Disadvantaged	78.0%	Disadvantaged	0.1%
Disabled	67.5%	Disabled	0.0%
Employed & Continuing Ed		**Unemployed**	
Non-Special Needs	24.1%	Non-Special Needs	2.7%
Disadvantaged	10.5%	Disadvantaged	3.4%
Disabled	19.5%	Disabled	0.0%
Continuing Education Only		**Unavailable for Work**	
Non-Special Needs	2.7%	Non-Special Needs	3.2%
Disadvantaged	3.7%	Disadvantaged	4.3%
Disabled	3.2%	Disabled	9.7%

Comparison of Ohio Mission Indicators and Special Population Postsecondary Adult Vocational Completers in Full-time Adult Programs

TABLE 11-These figures compare the actual status of 1995 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Disadvantaged	82.4%	Disadvantaged	79.8%
Disabled	91.8%	Disabled	94.3%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Disadvantaged	96.3%	Disadvantaged	96.3%
Disabled	100.0%	Disabled	100.0%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Disadvantaged	86.6%	Disadvantaged	79.9%
Disabled	90.1%	Disabled	81.3%
Mission Indicators	90.0%	Mission Indicators	85.0%

"Status Known" Postsecondary Adult Vocational Completers in Full-time Adult Programs by Status and by Gender

TABLE 12-These figures represent all vocational completers except those whose status was unknown.

Civilian Employed Only		**Military Employed**	
Male	62.1%	Male	0.1%
Female	70.8%	Female	0.1%
Employed & Continuing Ed.		**Unemployed**	
Male	31.3%	Male	1.7%
Female	19.1%	Female	3.3%
Continuing Education Only		**Unavailable for Work**	
Male	2.6%	Male	2.2%
Female	2.8%	Female	3.9%

Comparison of Ohio Mission Indicators and Postsecondary Adult Vocational Completer Results by Gender

TABLE 13-These figures compare the actual status of 1995 postsecondary adult vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Related Civilian Employment		**Related Exp. & Continuing Ed.**	
Male	85.8%	Male	93.6%
Female	89.5%	Female	93.2%
Mission Indicators	60.0%	Mission Indicators	60.0%
Civilian Employment		**Military & Civilian Employment**	
Male	96.2%	Male	96.2%
Female	96.5%	Female	96.5%
Mission Indicators	84.0%	Mission Indicators	84.0%
Status Known		**Positive Outcome**	
Male	89.1%	Male	85.7%
Female	93.1%	Female	86.4%
Mission Indicators	90.0%	Mission Indicators	85.0%

TABLE 14

Follow-up of Ohio Postsecondary Vocational Program Completers 1991-1995
All Vocational Completers

		Number					Percent				
		1991	1992	1993	1994	1995	1991	1992	1993	1994	1995
1	***Total**	**16,236**	**7,596**	**7,962**	**10,546**	**9,324**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
2	**Civilian labor force**	**11,609**	**6,180**	**6,510**	**8,997**	**8,014**	**71.5%**	**81.4%**	**81.6%**	**85.3%**	**86.0%**
3	Employed related	9,955	5,224	5,476	7,969	7,049	85.8%	84.5%	84.1%	88.6%	88.0%
4	*and continuing education related*	*2,689*	*1,056*	*908*	*2,240*	*1,760*	*27.0%*	*20.2%*	*16.6%*	*28.1%*	*25.0%*
5	*and continuing education, nonrelated*	*255*	*76*	*109*	*95*	*139*	*2.6%*	*1.5%*	*2.0%*	*1.2%*	*2.0%*
6	*and not continuing education*	*7,011*	*4,092*	*4,459*	*5,634*	*5,150*	*70.4%*	*78.3%*	*81.4%*	*70.7%*	*73.1%*
7	Employed nonrelated	1,104	632	737	642	739	9.5%	10.2%	11.3%	7.1%	9.2%
8	*and continuing education related*	*207*	*85*	*170*	*45*	*92*	*18.8%*	*13.4%*	*23.1%*	*7.0%*	*12.4%*
9	*and continuing education, nonrelated*	*117*	*56*	*72*	*59*	*66*	*10.6%*	*8.9%*	*9.8%*	*9.2%*	*8.9%*
10	*and not continuing education*	*780*	*491*	*495*	*538*	*581*	*70.7%*	*77.7%*	*67.2%*	*83.8%*	*78.6%*
11	Unemployed, but seeking	550	324	297	386	226	4.7%	5.2%	4.6%	4.3%	2.8%
12	**Not in the civilian labor force**	**4,627**	**1,416**	**1,472**	**1,549**	**1,310**	**28.5%**	**18.6%**	**18.4%**	**14.7%**	**14.0%**
13	Employed, military	14	11	7	3	7	0.3%	0.8%	0.5%	0.2%	0.5%
14	Continuing education, but not employed	1,637	243	305	301	233	35.4%	17.2%	20.7%	19.4%	17.8%
15	*in a related field*	*1,487*	*184*	*221*	*243*	*149*	*90.8%*	*75.7%*	*72.5%*	*80.7%*	*63.9%*
16	*in a nonrelated field*	*150*	*59*	*84*	*58*	*84*	*9.2%*	*24.3%*	*27.5%*	*19.3%*	*36.1%*
17	Not in the labor force	404	282	390	302	272	8.7%	19.9%	26.5%	19.5%	20.8%
18	Status unknown	2,572	880	770	943	798	55.6%	62.1%	52.3%	60.9%	60.9%
19	**Mission Indicators**						Percent of Comparison Population				
20	Primary Indicators										
21	Related Civilian Employment (≥60%)	9,955	5,224	5,476	7,969	7,049	85.8%	84.5%	84.1%	88.6%	88.0%
22	Civilian Employment (≥84%)	11,059	5,856	6,213	8,611	7,788	95.3%	94.8%	95.4%	95.7%	97.2%
23	** *General Employment Rate*						*94.3%*	*93.6%*	*92.8%*	*94.5%*	*95.2%*
24	Status Known (≥90%)	13,664	6,716	7,212	9,603	8,526	84.2%	88.4%	90.4%	91.1%	91.4%
25	Secondary Indicators										
26	Related Experience & Continuing Education (≥60%)	2,689	1,056	1,408	2,623	2,140	94.6%	92.4%	90.0%	95.7%	93.4%
27	Military & Civilian Employment (≥84%)	11,073	5,867	6,220	8,614	7,795	95.3%	94.8%	95.4%	95.7%	97.2%
28	Positive Outcome (≥85%)	12,710	6,110	6,525	8,915	8,028	78.3%	80.4%	81.7%	84.5%	86.1%
29	**Analysis of Status Known Completers**						Percent of Status Known Completers				
30	Civilian Employed Only	207	4,583	4,954	6,172	5,731	1.5%	68.2%	68.7%	64.3%	67.2%
31	Continuing Education Only	1,637	243	305	301	233	12.0%	3.6%	4.2%	3.1%	2.7%
32	Employed & Continuing Education	780	491	1,259	2,439	2,057	5.7%	7.3%	17.5%	25.4%	24.1%
33	Military Employed	14	11	7	3	7	0.1%	0.2%	0.1%	0.0%	0.1%
34	Civilian Unemployed	550	324	297	386	226	4.0%	4.8%	4.1%	4.0%	2.7%
35	Not in the labor force	404	282	390	302	272	3.0%	4.2%	5.4%	3.1%	3.2%
36	Employed Total	11,073	5,867	6,220	8,614	7,795	81.0%	87.4%	86.2%	89.7%	91.4%
37	Continuing Education Total	1,487	184	1,564	2,740	2,290	10.9%	2.7%	21.7%	28.5%	26.9%

*FY 1993 DTR Report VE23S Exec Secondary Completers

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The short term and long term follow-up statistics indicate that vocational graduates have a head start in the labor force and that advantage continues over time.

C. State Plan Objective Progress Report

State Plan Objectives for the period July 1, 1994 through June 30, 1996 were developed after an extensive statewide assessment of vocational education and a review of the Action Plan for Accelerating the Modernization of Vocational Education in Ohio. Further, in-depth consideration was given to an analysis of Ohio's projected labor market needs and the statewide core standards for secondary and full-time adult education programs. The twenty-seven state plan goals, therefore, synthesized key components of the above efforts. Statewide core standards must address state and federal legislative mandates, the needs of the Ohio economy, and include measurable objectives. The twenty-seven state plan objectives include the integration of academic and vocational instruction, statewide enrollment goals, and placement objectives which are an aggregate of data from local programs.

The target date of completion for each objective is the 1995-1996 (FY96) school year.

The objectives, the FY96 status report for each objective, and the relationship to the State Assessment priorities are shown below.

Integration of Academic and Vocational Instruction Objectives

1) State Plan Objective: By FY96, 70% of all eligible in-school vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communication. The percentage of in-school programs having correlated academic integration will be measured by dividing secondary in-school occupationally specific units that include unit funded correlated academic classes by the total number of in-school occupationally specific programs.

FY96 Status Report:
The percentage of eligible in-school occupationally specific programs which included at least one correlated academic class component increased from 0% in FY86 to 60.7% in FY96.

The FY96 levels of integration by program area listed in descending order are as follows:

Agricultural Education	68.8%
Trade and Industrial Education	63.2%
Family & Consumer Sciences Ed.	58.8%
Health Occupations Education	56.5%
Business Education	55.5%
Marketing Education	38.9%
Total	60.7%

2) State Plan Objective: By FY96, 20% of all eligible cooperative vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communications. The percentage of cooperative education programs having correlated academic integration will be measured by dividing secondary cooperative occupationally specific programs that include unit funded correlated academic classes by the total number of cooperative occupationally specific programs.

FY96 Status Report:
The FY96 percentage of correlated academics integrated in cooperative education is 13.9%. The FY96 levels of initial integration by program area listed in descending order are as follows:

Health Occupations Education	40.4%
Trade and Industrial Education	22.0%
Family & Consumer Sciences Ed	17.1%
Business Education	11.3%
Marketing Education	10.8%
Agricultural Education	3.1%
Total	13.9%

The results indicate that Ohio made progress toward meeting this objective in the initial four years of implementation.

The option to include correlated academic instruction in the approval of cooperative education programs was not available prior to FY92.

3) State Plan Objective: By FY96, 95% of all Occupational Work Adjustment (OWA) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWA teacher under a standard academic certificate or an approved OWA academic endorsement as an integral part of the program.

FY96 Status Report:
By program design, all OWA students continued to participate in regular academic classes at least 33% of the school day. The OWA program also usually included academic instruction as part of the program. In FY96, a total of 11,813 students were enrolled in Occupational Work Adjustment programs. Data from the Education Management Information System (EMIS) indicate that the following percentage of OWA students also were enrolled in funded academic classes taught by OWA teachers who were appropriately certificated in that academic subject area.

Subject Area	OWA Students	Percent
English/Language Arts	3,712	35.9%
Mathematics	4,755	46.1%
Social Studies	1,254	12.1%
Science	893	8.6%

In FY96, the percentage of OWA units that included at least one academic class as an integral part of the program was 91%, not far below the target goal of 95%.

OWA teachers will be encouraged to pursue teacher education coursework necessary to attain the OWA academic certification endorsements, which make them eligible to teach at least one of the four subject areas listed above.

4) State Plan Objective: By FY96, 50% of all Occupational Work Experience (OWE) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWE teacher under a standard academic certificate or an approved OWE academic endorsement as an integral part of the program.

FY96 Status Report:
All OWE programs are encouraged to offer at least one academic course taught by the OWE teacher as an integral part of the program. OWE teachers are encouraged to pursue the coursework necessary to attain OWE academic certification endorsement, which will make them eligible to teach academic courses to their OWE students. In FY96, a total of 12,759 students were enrolled in OWE.

Data for the new Education Management Information System (EMIS) indicated that the following percentage of students were enrolled in funded academic classes taught by the OWE teachers who were appropriately certificated in that subject area.

Subject Area	OWE Students	Percent
English/Language Arts	1,664	16%
Mathematics	858	8%
Social Studies	1,844	18%
Science	102	1%

In FY96, the percentage of OWE programs that included at least one academic class as an integral part of the program was 44%; slightly below the FY96 goal of 50%.

Enrollment Objectives

Secondary Education

5) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 40% of all 11th and 12th graders are enrolled in secondary vocational education occupationally specific programs, and Occupational Work Experience (OWE) programs.

FY96 Status Report:
Closing FY96 enrollment data indicate that 74,186 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs and OWE programs. The FY96 enrollments represent 30.9% of the 240,151 students enrolled in the 11th and 12th grade during FY96.

6) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, are enrolled in secondary vocational education occupationally specific programs and Occupational Work Experience (OWE) programs.

FY96 Status Report:
EMIS closing enrollment data for FY96 indicated that 34,795 disadvantaged students were enrolled in occupationally specific programs and OWE programs. The estimated target disadvantaged population was 75% of all 11th and 12th grade disadvantaged students which represents 22% of the 240,151 students in grades 11 and 12, or 39,624.

FY96 EMIS data indicate that disadvantaged students made up 36.37% of all students enrolled in these programs.

7) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade disabled students, which represents 11% of the 11th and 12th grade population, are enrolled in secondary education occupationally specific programs.

FY96 Status Report:
EMIS closing enrollment data indicated that 14,346 disabled students were enrolled in occupationally specific programs and Occupational Work Experience (OWE) programs in FY96. The Individuals with Disabilities Education Act (IDEA) changed the preferred adjective from "handicapped" to "disabled". The estimated target disabled population was 50% of all 11th and 12th grade disabled students which represent approximately 11% of the 240,151 students in grades 11 and 12, or 13,208.

8) State Plan Objective: By FY96, annual statewide aggregations of local enrollments will indicate that 20% of all students in grades 9-12 and 17% of all students in grades 7-12 are served in Work and Family Life programs (including Impact).

FY96 Status Report:
The total FY96 secondary enrollment in all Home Economics Useful programs, i.e., Consumer Homemaking, Work and Family program, was 199,493 students. When 7th and 8th grade enrollments for Impact programs are subtracted from this total, the adjusted enrollment is 158,250. Although some duplicate counts may be represented in these totals, the 158,250 students represent 29.35% of the total 539,079 students enrolled in grades 9-12.

9) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old are served by Occupational Work Adjustment (OWA) programs.

FY96 Status Report:
The Occupational Work Adjustment program (OWA) served 11,813 students in FY96. Comparison to the targeted goal was unavailable since student demographic information by age was not required during the EMIS implementation.

10) State Plan Objective: By FY96, annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Consumer Homemaking programs.

FY96 Status Report:
The total enrollment in the Family and Consumer Sciences Impact program during FY96 was 7,470, which was a decrease of 771 from the FY95 total of 8,241. The decrease was primarily the result of the conversion of Impact programs to middle school level Work and Family programs. This state plan goal, therefore will be eliminated in FY97.

11) State Plan Objective: By FY96, annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

Refer to the Sex Equity section of this report for these results.

Adult Education

12) State Plan Objective: By FY97, annual statewide aggregation of local full-time adult program enrollment will indicate that full-time adult vocational programs will serve 78,987 or 20% of the individuals who need training or retraining each year. The number of workers needing training is 7% of the total workforce. According to current growth estimates by the Labor Market Information Division of the Ohio Bureau of Employment Services, the Ohio civilian labor force is projected to be 5,641,900 in 1997, 5,706,400 in 1998, and 5,770,900 in 1999.

FY96 Status Report:
A total of 63,073 students were enrolled in full-time adult education programs in FY96 which was a net decrease of 13,683 students over the previous year's enrollment. The 63,073 students equaled 20% of the adults in need of retraining in Ohio. Enrollments below the targeted goal are due to the loss of the federal set-aside to fund adult education programs under the new Perkins Act and a stagnation in state funding to support full-time adult programs. Unless state funds are substantially increased for the current biennium budget and the FY98 and FY99 budgets, this objective cannot be achieved.

13) State Plan Objective: By FY97, annual statewide aggregation of local part-time adult program enrollments will indicate that part-time adult programs serve 238,178 or 60% of the 7% of the adult workforce that needs training or retraining each year.

FY96 Status Report:
In FY96, a total of 125,843 students were enrolled in regular part-time adult programs and an additional 5,639 students were enrolled in part-time apprenticeship programs for a grand total of 131,482 students. Total part-time adult enrollments in FY96 declined by 12% or 17,328 students over the previous year due to the loss of federal set-aside for adult programs under the new Perkins Act and a decline in state funding to support part-time adult programs. Unless state funding is substantially increased for the FY98 and FY99 budgets, this objective cannot be achieved.

Placement Objectives

Secondary Education Programs

By FY96, the placement status of secondary vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement.

Primary Indicators

14) State Plan Objective: At least 60% of secondary completers available for civilian employment are employed in occupations related to their training. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
The analysis of state aggregate follow-up information for students who completed secondary programs in FY96 indicates that 72.5% of secondary completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved.

15) State Plan Objective: The employment rate of secondary completers available for civilian employment is equal to or exceeds 84%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate follow-up information for secondary students who completed the program in FY95 indicates that 94.8% of secondary completers available for civilian employment were employed in the civilian workforce. This objective was therefore achieved.

16) State Plan Objective: At least 90% of total secondary completers are reported in follow-up categories other than status unknown. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate follow-up information for secondary students who completed programs in FY95 indicates that school districts were able to identify the status of 95.1% of the students. This objective was therefore achieved.

Secondary Indicators

17) State Plan Objective: In FY96, 65% of secondary completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate information for students who completed secondary programs in FY95 indicates that 86.7% of students were employed in related occupations or enrolled in related education programs. This objective was therefore achieved.

18) State Plan Objective: Of the secondary students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 85%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate information for students who completed programs in FY95 indicates that 95.1% of the students available for employment were employed in the military or the civilian labor force. This objective was therefore achieved.

Full-time Adult Programs

By FY96, the placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement.

Primary Indicators

19) State Plan Objective: At least 80% of full-time adult completers available for civilian employment are employed in occupations related to their training. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate follow-up information for students who completed full-time adult education programs in FY95 indicates that 88.0% of full-time completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved.

20) State Plan Objective: The employment rate of full-time adult completers available for civilian employment is equal to or exceeds 85%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate follow-up information for students who completed full-time adult programs in FY95 indicates that 97.2% of students available for civilian employment were employed. This objective was therefore achieved.

21) State Plan Objective: At least 90% of total full-time adult completers are reported in categories other than status unknown. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate follow-up information for full-time adult programs in FY95 indicates that school districts were able to identify the status of 91.4% of the students. This objective was therefore achieved.

Secondary Indicators

22) State Plan Objective: At least 90% of full-time adult completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate information for students who completed full-time adult programs in FY95 indicates that 93.4% of students were employed in related occupations or enrolled in related education programs. This objective was therefore achieved.

23) State Plan Objective: Of the full-time adult students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%. (It is assumed that aggregate state totals will continue to meet or exceed current performance levels.)

FY96 Status Report:
An analysis of state aggregate information for students who completed full-time adult programs in FY95 indicates that 97.2% of the students available for employment were employed in the military or civilian labor force. This objective was therefore achieved.

Student Assessment Objectives

24) State Plan Objective: By FY96, 75% of all secondary education students enrolled in occupationally specific vocational education programs will participate in Ohio Vocational Competency Assessment (OVCA) package.

FY96 Status Report:
During the Spring of 1995, 41,818 secondary students took the Work Keys Tests which was 59.2% of the estimated potential market for the OVCA Package.

The number of secondary students taking the tests was calculated by eliminating the 4,046 students who were over the age of 19. The potential number of students was calculated from secondary job training Spring enrollments excluding student counts from the Occupational Work Experience Program (OWE), Production Agriculture students below grade eleven and all Option IV students.

25) State Plan Objective: By FY98, 90% of all students in the eighth, ninth, tenth, eleventh, and twelfth grades will have ICPs.

FY96 Status Report:
The staff of the Career Development Service reported the following:

- ICPs were initiated by **133,396 8th grade students**. This represents **94 percent** of the total 8th grade population. In addition, 34,974 ICPs were initiated by 7th grade students, and 19,863 ICPs were initiated by 6th grade students.
- ICPs were reviewed by **130,199 9th grade students**. This represents **99 percent** of the students who initiated ICPs as 8th grade students in FY95, and 75 percent of the total 9th grade population.
- ICPs were reviewed by **116,893 10th grade students**, or **91 percent** of the students who initiated ICPs as 8th grade students in FY94.
- ICPs were reviewed by **50,175 11th grade students**, or **44 percent** of the students who initiated ICPs as 8th grade students in FY93.
- ICPs were reviewed by **18,437 12th grade students**, or **36 percent** of the students who initiated ICPs as 8th grade students in FY92.

As indicated in the FY96 annual evaluations from VEPDs, 95.7% of the VEPDs met the criteria. When 10,221 students were sampled, over 75% could articulate an occupational goal and a written educational plan to achieve that goal. The evaluation reports indicated that 503,937 students have Individual Career Plans in grades 6-12.

New strategies are being considered to expand the reviews of the ICP in grade 11.

26) State Plan Objective: By FY96, 75% of all occupationally specific secondary vocational completers will complete an individual career passport.

FY96 Status Report:
As indicated by the VEPD Plan Evaluations, Career Passports were received by 14,339 secondary completers, which represents 79.8% of the VEPDs who met the 75% criteria objective during 1994-95.

As indicated by the state assessment survey, career passports were received by 78.7% of secondary completers during 1994-95.

27) State Plan Objective: By FY96, 50% of all eligible occupationally specific adult full-time vocational completers will complete an individual career passport.

FY96 Status Report:
As indicated by the VEPD Plan Evaluations, Career Passports were received by 2,606 adult full-time vocational completers, which represents 79.7% of the VEPDs who met the 50% criteria objective during 1994-95.

As indicated by the state assessment survey, career passports were received by 73.9% of the adult full-time completers during 1994-95.

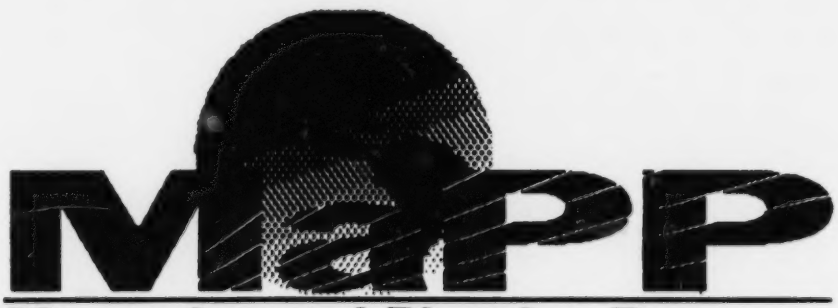
D. Conclusion

Ohio continues to make great strides towards the achievement of the ambitious state plan goals in FY96. A total of 16 of the 27 (59%) goals were achieved in FY96. Eight of the 27 goals (29%) were not achieved in FY96.

Objectives achieved:	6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27
Objectives not achieved:	1, 2, 3, 4, 5, 11, 12, 13, 24
Objectives no longer measurable:	9, 10

SECTION III

FY96



Introduction

This section reports the findings and scope of Ohio's program evaluation process for the 1995-96 school year. Ohio evaluates all programs at least once every five years. Program evaluation is completed in 20% of the 94 Vocational Education Planning Districts (VEPDs) each year. A VEPD may consist of a single school district, a contract arrangement between two or more districts, or a joint vocational school district (JVSD) created by the action of several member school districts. A total of 49 of the 94 VEPDs are joint vocational school districts. When a JVS is present, all school districts within the VEPD are evaluated including the JVS. Ohio's vocational evaluation process is called Measuring and Planning Progress (MaPP).

The Measuring and Planning Progress (MaPP) system is Ohio's vocational and career development assessment system. MaPPs goal is to ensure the best possible delivery system for vocational and career development programs and services. MaPP achieves this goal by evaluating the effectiveness and quality of vocational education and career development programs and services.

MaPP meets the evaluation requirements set forth by the Ohio Elementary and Secondary Minimum Standards and those identified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. MaPP uses the collaborative expertise of state staff, local educators, and the community at large to analyze programs and services identified in the VEPD Comprehensive Strategic Plan.

MaPP is integrated into the VEPD planning process and serves as an intensive needs assessment for the VEPDs Comprehensive Strategic Plan. The individuals involved in the completion of the MaPP assessment process are normally the individuals that advise the VEPDs administration on the completion of their comprehensive strategic plan.

The VEPD comprehensive strategic plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- assessment of current demographic and operational conditions,
- establishment of measurable vocational education and career development objectives, and
- identification of programs which meet established educational objectives.

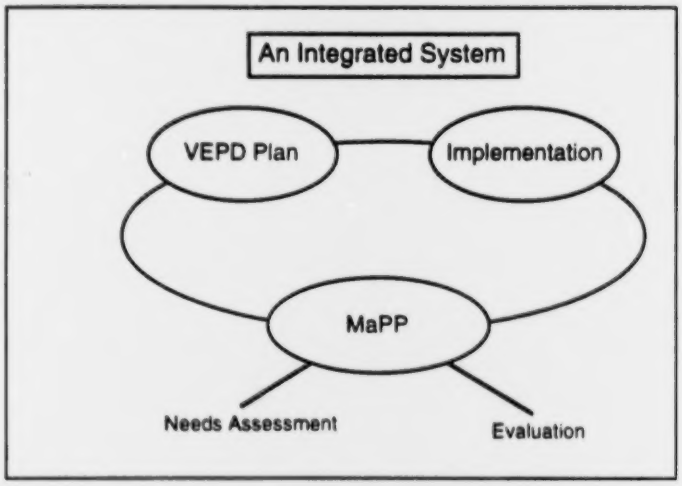
MaPP is an assessment system based on student performance. At the program level, it incorporates student performance outcomes as a basis for determining effectiveness and, in turn, uses indicators of quality to determine the best means to maintain and improve program impact on that student performance. This analysis and recommendation process provides advisory committees and program level staff with program improvement recommendations.

At the VEPD level, MaPP analyzes the appropriateness of the programs and services provided by analyzing overall student performance. These indicators of quality are used to determine the best means to maintain and improve a VEPDs positive impact on student performance. This analysis and recommendation process provides administrators and school boards with recommendations for improving the VEPDs objectives and program offerings, as well as recommendations for improving program operation.

The MaPP process is complimented by the annually reviewed VEPD Comprehensive Strategic Plan. A survey of the efforts related to the plan are contained at the end of this section.

I. Overview of MaPP Process

The assessment process includes data related to how students are doing in related placement but also includes what levels of competency students have attained in their program area. MaPP also utilizes a Strategic Analysis Team made up of local business, industry and agency people to analyze the programs and make recommendations for improvement, disinvestment, expansion, and new program offerings. The same team will then work with the Vocational Education Planning District to help them develop their local strategic plan.



A. Programs and Services Assessed by MaPP

MaPP evaluates all programs and services administered through the Ohio Department of Education, Division of Vocational and Adult Education. These programs and services are identified locally through the VEPD Comprehensive Strategic Plan. Programs and services are organized into the following three categories for the purpose of assessment.

1. Programs

This category includes occupationally specific programs and Occupational Work Experience, "at-risk" early intervention programs (e.g., Occupational Work Adjustment, Entrepreneurship, Employability, Vocational Evaluation, Job Training coordinator, and Work and Family Life programs). MaPP assessments are completed on all programs, at both the secondary and adult levels.

In FY96 a program was minimally defined as one instructional subject code per school district. Where secondary and full-time adult units of the same instructional subject code exist, they were treated as one program for assessment purposes. A VEPD may combine multiple programs into a single program, if the instructional subject codes being combined use the same classification as its instructional program (CIP) code. Questions regarding the CIP classification of a particular program should be directed to the service area office providing leadership to that program.

For state program staff on-site assessments, a program is identified as an instructional subject code per building including secondary and adult components, where applicable. **The state program staff on-site assessments will include no less than two programs and no more than ten programs (minimum of two full-time adult programs, if**

applicable) for each VEPD. These programs will be selected by the individual service areas and the selection criteria will be based upon performance measures.

A VEPD program area teachers meeting is to be held at the conclusion of the on-site review process. This will allow all VEPD program area teachers and their service area state staff person to share information and ideas before the state staff report is finalized.

2. Macro-Programs

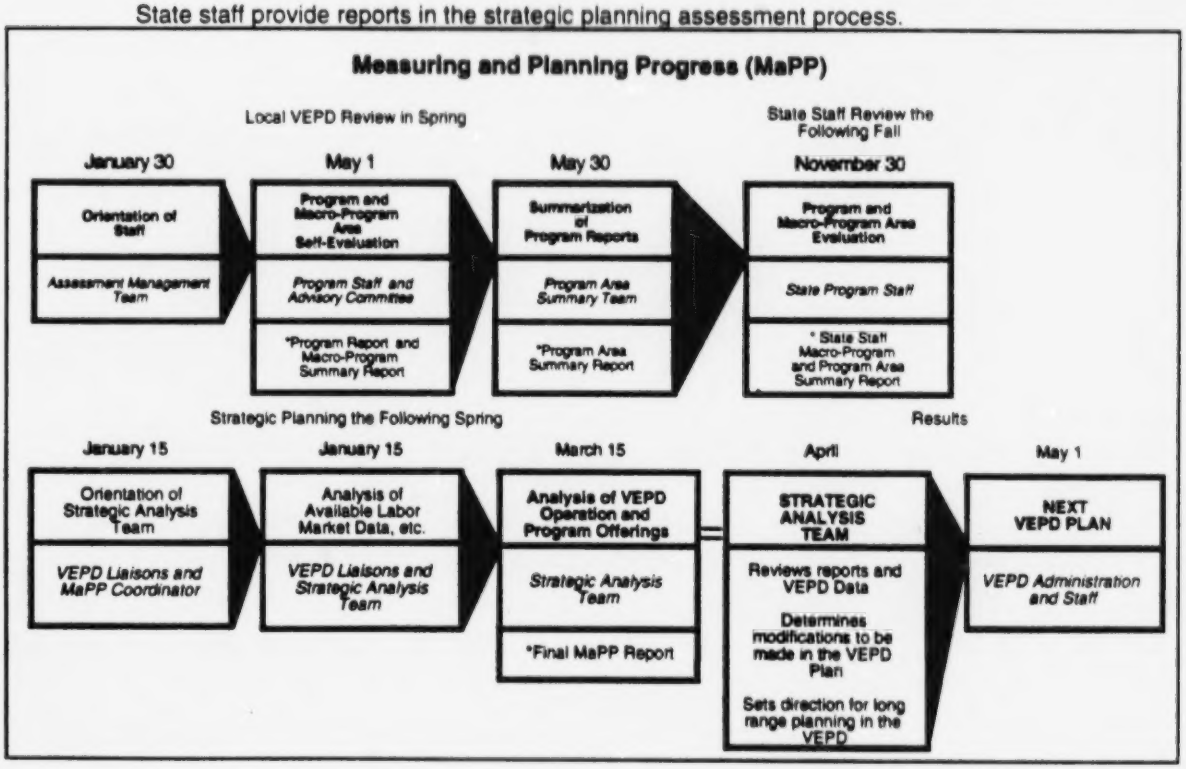
This category includes career development and academic services which are considered "macro-programs" because their scope is larger than an individual unit, class and/or program review. Each macro-program has a separate self-assessment. The macro-program advisory committee membership is outlined within each macro-program's quality assessment guide.

State staff complete one on-site assessment for each of the macro-programs. This on-site assessment involves analysis of the VEPDs scope and quality of delivery.

3. Strategic Planning

This category includes administrative structure, program relevance, and VEPD progress toward *Ohio's Future at Work* imperatives and Carl D. Perkins objectives. There is one self-assessment for the strategic planning category.

State staff provide reports in the strategic planning assessment process.


Measuring and Planning Progress (MaPP)
Local VEPD Review in Spring
State Staff Review the Following Fall
January 30
May 1
May 30
November 30
Orientation of Staff
Assessment Management Team
Program and Macro-Program Area Self-Evaluation
Program Staff and Advisory Committee
*Program Report and Macro-Program Summary Report
Summarization of Program Reports
Program Area Summary Team
*Program Area Summary Report
Program and Macro-Program Area Evaluation
State Program Staff
* State Staff Macro-Program and Program Area Summary Report
Strategic Planning the Following Spring
Results
January 15
January 15
March 15
April
May 1
Orientation of Strategic Analysis Team
VEPD Liaisons and MaPP Coordinator
Analysis of Available Labor Market Data, etc.
VEPD Liaisons and Strategic Analysis Team
Analysis of VEPD Operation and Program Offerings
Strategic Analysis Team
*Final MaPP Report
STRATEGIC ANALYSIS TEAM
Reviews reports and VEPD Data
Determines modifications to be made in the VEPD Plan
Sets direction for long range planning in the VEPD
NEXT VEPD PLAN
VEPD Administration and Staff

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B. Participants in the MaPP Process

The many individuals and groups involved in the MaPP assessment process are described in this section. Each group of individuals brings a different perspective to the process.

1. MaPP Coordinator

The MaPP coordinator is the person designated by the VEPD superintendent to provide the leadership and management to the operation of the MaPP system.

2. Responsibilities

- chairs the VEPD Assessment Management Team;
- assembles the Assessment Management Team; including all individuals identified on the Contact Persons Information Form in the VEPD Comprehensive Strategic Plan;
- arranges the Assessment Management Team orientation with the VEPD Liaison;
- directs the identification of timelines;
- provides the VEPD program and macro-program orientation;
- oversees the establishment and orientation of the Strategic Analysis Team;
- provides VEPD data to appropriate participants; and
- manages the development of the local program summary reports and the Strategic Analysis Team strategic planning report.

3. Assessment Management Team

The Assessment Management Team is a group of VEPD personnel that manages the assessment process and assists the Strategic Analysis Team with its needs assessment activities.

The membership may vary, but should include at least the individuals identified on the Contact Person Information Form in the VEPDs Comprehensive Strategic Plan and representatives from both secondary and adult programming. In those VEPDs with no adult education programs, there should be someone on the Assessment Management Team responsible for representing adult education. The Assessment Management Team meets with its respective VEPD liaison (described later in this section) for an orientation on the MaPP system.

- establishes an activity timeline;
- determines the membership of the Strategic Analysis Team;
- determines state staff reporting procedures to be used with the Strategic Analysis Team; and
- determines the program area summarization teams.

Additionally the Assessment Management Team:

- forms a VEPD Strategic Analysis Team;
- orients all VEPD staff to the MaPP process;
- completes unique assessments as requested by the Strategic Analysis Team, such as an employer satisfaction survey. This information will be used by the VEPD Strategic Analysis Team in its assessment efforts;
- compiles all program assessment information into program area summary reports; (A minimum of 3 individuals, including the program area person identified on the Contact Person Information Form in the VEPD plan, will be on each program area summary committee. This information will be used by the VEPD Strategic Analysis Team in formulating a strategic planning report.)

- monitors the VEPDs progress toward meeting program improvement recommendations and keeps the Strategic Analysis Team informed of the same; and distributes the strategic planning report generated by the Strategic Analysis Team to all participants in the assessment process.

4. Strategic Analysis Team

The Strategic Analysis Team is a group of business, industry, community, labor, agency, and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD.

The Strategic Analysis Team membership should be approximately 12 individuals representing the following:

- business/industry/labor leaders (50% minimum) with a cross section of industries represented within the VEPD
- community agencies leaders
- service agency leaders (emphasis on family life)
- postsecondary institution representative
- associate school administrator (JVSD and compact VEPDs only)
- JTPA representative
- parent/guardian of a student with disabilities

If the VEPD is conducting their North Central Association (NCA) review the same year as MaPP, they should add 2-3 members from the NCA review committee to the Strategic Analysis Team.

VEPDs may increase the size and membership makeup of the Strategic Analysis Team, but the Strategic Analysis Team should be comprised of at least 75% non-educators. In addition, this group must have gender and racial representation. This group's membership cannot include members of other advisory groups involved in the assessment of individual programs within the VEPD.

The Strategic Analysis Team meets with the MaPP coordinator and the VEPD liaison (described earlier in this section) to receive an orientation to the MaPP system.

The Strategic Analysis Team uses a quality assessment guide to assess the following:

- the relevance of the VEPDs programs to current and future labor market demands and student needs;
- the administrative structure of the VEPD;
- the overall performance of the VEPDs students; and
- the progress the VEPD is making to meet the objectives of *Ohio's Future at Work and the Carl D. Perkins Vocational and Applied Technology Act.*

The Strategic Analysis Team receives and studies input from:

- the VEPD program and macro-program area reports;
- the state program and macro-program area reports;
- the state strategic planning report; and
- previous annual VEPD plan evaluations.

The Strategic Analysis Team may request specialized data reports, such as an employer satisfaction survey from the Assessment Management Team.

The Strategic Analysis Team formulates a VEPD strategic planning report based on all of the input provided to them. This report identifies strengths of the VEPDs operation and provides recommendations for modifying the VEPD Strategic Plan for the next 5 years. Signatures of the superintendent and Strategic Analysis Team members must be included on the final report.

After the assessment is completed, the Strategic Analysis Team is kept informed regarding the progress the VEPD is making toward meeting their recommendations.

5. Staff and Advisory Committees

The instructional or support staff directly involved with the delivery of programming and the advisory committees related to those programs are an integral part of the MaPP system and are jointly responsible for completing a self-assessment of their programs.

Advisory committees must conform to the policies and standards for advisory committees as established by the Division of Vocational and Adult Education and the VEPD.

The VEPD staff and advisory committees receive orientation from the Assessment Management Team. In turn, the VEPD staff and advisory committees evaluate their program utilizing a program quality assessment guide.

The VEPD staff with assistance from the Assessment Management Team, determine the VEPD plan objectives for each of their programs and determine student performance outcomes achieved by the program's students.

The VEPD staff and advisory committees assess their respective programs and provide the following:

- strength statements regarding each program;
- program improvement recommendations for each program; and
- strategies and target dates to implement recommendations.

This program report is utilized by the Assessment Management Team as they formulate program area reports.

The VEPD staff and advisory committees implement program specific recommendations and monitor each program's progress on student performance measures.

C. VEPD Liaison

A VEPD Liaison is a state staff member who works with the Assessment Management Team and the Strategic Analysis Team to evaluate the VEPD on a strategic planning level.

The liaison also provides state leadership to the assessment process within the VEPD.

1. Responsibilities

The liaison is the primary state provider of the orientation to the MaPP process. This individual meets with the Assessment Management Team to provide instruction on completing the MaPP process. The liaison provides a *MaPP Procedure Guide* and copies of the various *Quality Assessment Guides* to the VEPD Assessment Management Team.

The liaison assesses the following:

- the VEPDs programs relevance to labor market demand, student needs and VEPD plan objectives;
- the VEPDs program adequacy; and
- the VEPDs administrative operation.

These assessments are completed using the Strategic Planning Quality Assessment Guide, information from state program staff, and other data sources.

Based upon this assessment, the liaison develops program improvement recommendations regarding strategic planning (e.g., *Ohio's Future at Work* status). The liaison makes recommendations regarding investment and disinvestment of programs based on labor market and student needs. This information is presented in writing and orally to the Strategic Analysis Team.

After the assessment process, liaisons provide technical assistance to the VEPDs as they modify their VEPD plans in response to Strategic Analysis Team recommendations. Liaisons also monitor the progress VEPDs make toward achieving their strategic planning recommendations.

D. State Program Staff

As a result of the new timeline started in FY94 (illustrated on page 3) the State Program Staff completed their reports after the close of FY95. State program staff are representatives from the various program service areas and sections within the Division of Vocational and Adult Education, including Agriculture, "At-Risk" Programs (OWA), Business, Entrepreneurship, Employability, Family and Consumer Sciences, Marketing, Job Training Coordinators, Trade and Industrial Education, and Vocational Evaluation.

1. Responsibilities

State program staff complete an assessment of each program within the VEPD. These assessments are completed in two ways.

1. Desk Assessment
   Program staff complete a desk assessment of 100% of their respective programs within each VEPD; this includes programs in associate school districts. The desk assessment utilizes student and program performance data to evaluate the effectiveness of the programs.

2. On-site Assessment
   Program staff on-site assessments will include no less than two programs and no more than five programs for each VEPD. These programs will be selected by random.

Each state program staff member produces a state program area report with strength and recommendation statements. This report is based on information obtained from the on-site assessments, the desk assessments, and reflects program initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is completed, state program staff provide technical assistance targeted to identified programs and/or VEPDs.

E. State Macro-program Staff

As a result of the new timeline started in FY94 (illustrated on page 3) the State Macro-Program Staff completed their reports after the close of FY96. State macro-program staff are representatives from academic services and career development (career guidance and career education) within the Division of Vocational and Adult Education.

1. Responsibilities

State macro-program staff complete an assessment of their respective macro-program within the VEPD. Because each macro-program is assessed as a single component, each macro-program is assessed by the state macro-program staff.

Each state macro-program staff member produces a state macro-program report with strength and recommendation statements. This report is based on information obtained from the on-site assessment and reflects initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is complete, state macro-program staff provide technical assistance targeted to identified macro programs.

II. MaPP Evaluation

A. MaPP Participation Statistics

In FY96, sixteen VEPDs represented by 121 school districts participated in MaPP.

A total of 597 committees with 5,712 members analyzed the VEPDs going through MaPP this year. Figure 1 and 2 illustrate the make-up of those various committees.

FIGURE 1

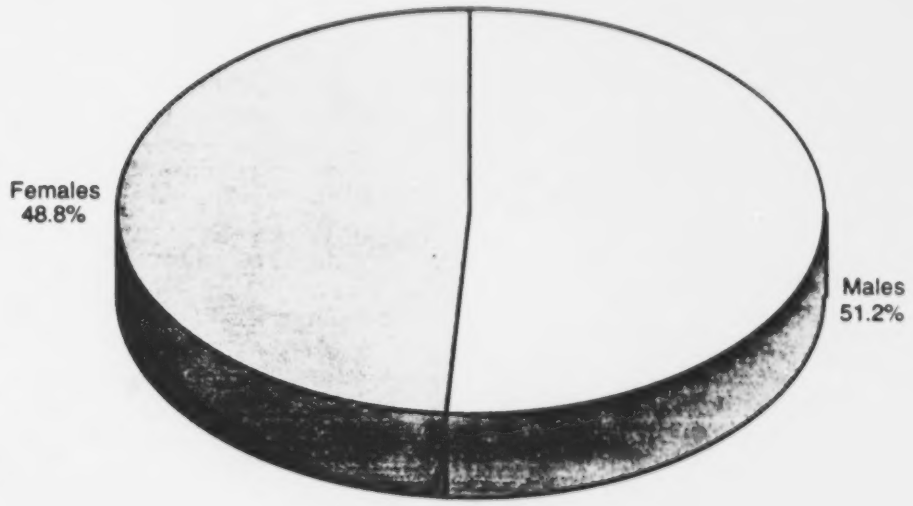
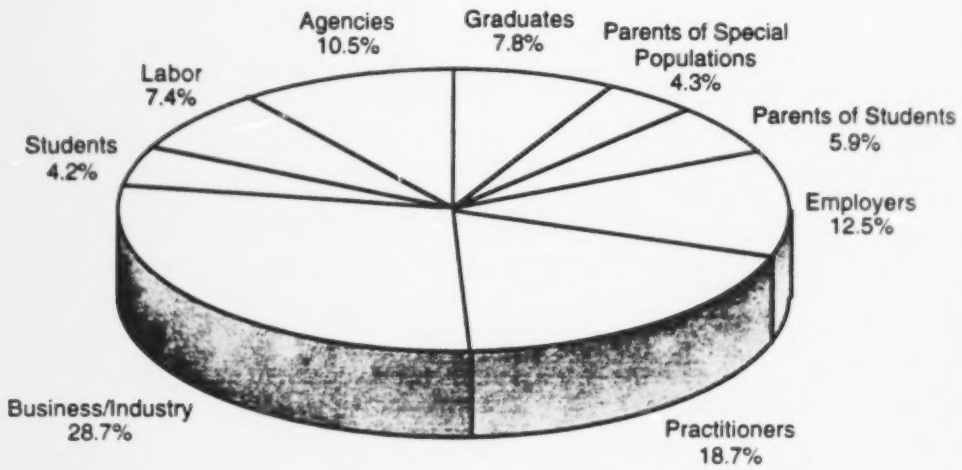


FIGURE 2



Service Area Summary Reports

FY96 summary reports for academic services, agricultural education, business education, career development, family and consumer sciences, marketing education, trade and industrial education (includes health education), and the strategic analysis teams are included in this section. Program area descriptions, strengths, recommendations, and MaPP findings and initiatives are detailed for each service area.

B. Academic Services

1. Program Area Description

Academic services include academic instruction provided to vocational students including applied academics, remedial academic classes, and advanced academic subjects required for entry into postsecondary education.

2. Strengths

- Academic teachers participation on trade advisory committees.
- Students with academic difficulties can receive individualized remediation and intervention assistance.
- Advanced academics are available to students whose vocational programs requires such work.
- Articulation agreements have been developed.
- Approved courses of study exist for academic programs.
- Team-teaching with vocational teachers.
- Intervention activities are provided for students not passing the ninth grade proficiency tests.
- Opportunities exist for coordination time between the vocational and the academic teacher.
- Applied academic courses are correlated where appropriate.
- Academic teachers have an individual professional development plan.
- Advanced academic classes are available in English, math, science, and social studies.

- Advanced academic courses are available to students who may wish to participate in a combination vocational/college-preparatory program.
- Special programs are offered for "at-risk" students.
- WorkKeys results indicate a gain in academic performance.

3. Recommendations

- Develop a committee to explore and implement options concerning applied academics.
- Continue to provide opportunities for staff to attend inservice meetings at the regional, state, and national levels.
- All staff need to have formal individual professional development plans.
- An academic advisory committee needs to be created.
- Coordination time for vocational and applied academic teachers needs to occur simultaneously to accommodate joint planning.
- Provide a source of texts and supplementary materials for the applied academic teachers.
- Evaluations should include objectives and target dates.
- Provide more intervention opportunities for math deficiencies in students.
- Increase the number of programs participating in applied academics.
- Teacher externships need to continue with academic staff as part of the team.
- Increase opportunities for coordination time between vocational and academic students.
- Increase the opportunity for students to take advanced academic courses.
- Increase the number of more powerful math competencies taught to applied academic students.

C. Agricultural Education

1. Program Area Description

The agricultural education system in Ohio is designed to provide both youth and adults the career information and occupational competencies necessary to enter, compete, and advance in the food and fiber, horticultural, environmental, natural resource, and animal care industries. Agricultural education is an integral part of the total Ohio educational system. It provides a competitive advantage to its customers, agricultural students, as they enter the various agricultural occupations and the agricultural industry.

Ohio provides the opportunity for vocational education planning districts to offer secondary and postsecondary programs in agriscience, agribusiness, agricultural mechanics, horticulture, animal production and care (nonfarm), production agriculture, environmental technology, biotechnology, natural resources, and food processing. All programs are based on the needs of the agricultural industry as manifested in industry based competency lists and advisory committee input.

2. Strengths

- Agricultural education program completer placement continues to improve overall to remain higher than most other vocational programs and all general population indicators.
- Agricultural education program participants are less likely to drop out of school than general education students and vocational students overall.
- Agricultural education completion rates far exceed regular vocational education rates in adult programs.
- FFA membership continues to be a strong component of agricultural education programs.
- In FY96 agricultural education enrollment increased by 5%.

- Environmental Technology, a new program in FY95, experienced a 60% increase in enrollment.
- Performance indicators are used to measure supervised agriculture experience programs.

3. Recommendations

- Statewide leadership activities need to be focused on program expansion within the VEPDs that do not currently have agricultural education programs.
- Initiatives targeted to attract quality minority teaching staff should be implemented both at the local and state level.
- The School-to-Work career cluster concept should be implemented.
- Curriculum materials and equipment need to be improved to meet the educational requirements set forth in the agricultural Ohio's Competency Analysis Profiles (OCAPs).
- Professional development will be needed before teachers will be able to adjust, technically and professionally, to the new vocational education expectations.
- The VSO program, FFA, must be analyzed to assure it's meeting the needs and interests of all agricultural education students.

4. MaPP Findings and Initiatives

- Some of the VEPDs that do not offer agricultural education have the largest horticultural and environmental labor markets.
- Adult agricultural education is focused almost exclusively on farm management and therefore does not provide instruction in areas of labor force growth.
- There continues to be a shortage of agricultural education teachers.

D. Business Education

1. Program Area Description

The primary objectives of the business area is to develop successful skills and attitudes in youth and adults desiring to enter employment in business and related occupations. Vocational business programming is offered in high schools, vocational centers and adult training centers that provide a wide range of educational options to enhance the availability of qualified business workers for both business and industry. Training in the business area is centered around four main job clusters: accounting, administrative office technologies, data processing and administrative management. The vocational student organization, Business Professionals of America, affords every student the opportunity to gain leadership and employability skills needed by today's workers.

2. Strengths

- All areas of the business curriculum are accessible to all students.
- Student scores on vocational testing are above average.
- Student placement rates and continuing education rates are well above those needed in the state plan.
- An increasing number of students are enrolled in applied academics during at least one of the two years of vocational business training.

3. Recommendations

- Local program instructors need to develop business and industry partnerships for program improvement.
- Local instructors need to develop a personal improvement plan.
- Continue to upgrade equipment and supplement missing equipment with business site training.

4. MaPP Findings and Initiatives

- Based on the need for more partnerships, the Ohio Business Partnership program has been established.
- Instructors are encouraged to work with School-to-Work programs in the area of professional development and externships.
- Based on instructor input, training is being made available on uses of the vocational testing data.
- An increase in the amount of information on hardware and software needs is being made available to local school systems.

E. Career Development

1. Program Area Description

The Career Development/Ohio Career Information System (OCIS) Service of the Ohio Department of Education, Division of Student Development serves individuals and organizations that facilitate the career development process. The career development service provides leadership and management in the development and marketing of quality educational services and products. The career development services serves career education coordinators, placement directors, economic education coordinators, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking.

Career development in Ohio is delivered to all students in grades K-Adult through Career Development Programs in 90 funded Vocational Education Planning Districts (VEPDs). A coordinator at each funded VEPD is responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator include the writing of both program proposals and reports; planning and coordinating education and community career education inservice programs; planning, implementing, and building classroom career education activities that support the above activities.

All of the statewide career education activities are given direction and coordination on the state level through the Career Development/OCIS Unit whose staff provides leadership to ensure that career development experiences will provide Ohio's students with opportunities to make wise choices, prepare for employment, and extend career development through their adult life.

2. Strengths

- A career development advisory committee meets regularly.
- Program staff participate in workshops, seminars, and other professional growth activities.
- The infusion of career education into curricula at the various grade levels.
- Utilization of Ohio's Career Development Blueprint with the Individual Career Plan.
- The expertise and commitment of the career coordinator.

- The quantity and quality of career resources available in each building and for loan.
- The completion of the Individual Career Plan by each 8th grade student and review annually of the plan.
- Numerous activities and career assessments of students prior to development of the Individual Career Plan at the 8th grade level.
- The revision of career and guidance programs to incorporate the National Occupational Information Coordinating Committee (NOICC) Guidelines.
- Conducting Core Standard research.

3. Recommendations

- All K-Adult students in the VEPD should have an equal opportunity to participate in a comprehensive career development program.
- Utilize the career passport at the secondary and postsecondary levels for completers of a vocational education program.
- Continue to develop strong business and industry partnerships to strengthen community involvement for career development.
- A marketing program for the comprehensive career development program should be considered. Parents and the community should be aware of the various activities and services available through the career development program within the VEPD.
- A formal written annual evaluation of the career development program should be accomplished. This document would help to identify areas that need improved and facilitate communication among the various individuals with responsibilities in career development.
- Continue to provide opportunities for staff to attend inservice meetings at the regional councils, state, and national levels.
- Utilize computerized career and Labor Market Information (LMI) resources such as OCIS with more students and adults.
- Coordination is necessary at grades 9-12 as students revise their Individual Career Plans.
- Improved coordination and communication is needed among the individuals (principals, guidance, and teachers) assigned to develop the Individual Career Plan by the end of the 8th grade.
- Experienced based activities should be included in classroom activities, increase exploration and mentoring activities for high school students.

4. MaPP Findings and Initiatives

- Provide VEPD inservice on the Individual Career Plan (ICP) as needed.
- Provide additional inservice at the All Ohio Vocational Education Conference on the Individual Career Plan, OCIS, and Career Passport for all.

F. Family and Consumer Sciences

1. Program Area Description

Family and consumer sciences programs in Ohio prepare students for the work of home and family and for employment in family and consumer sciences related occupations--food management and production, clothing and interiors, early childhood education, and hospitality and facility care. Programs are offered at the secondary, technical, and adult levels and to special populations--teen parents, disadvantaged middle and junior high students, disadvantaged adults, displaced homemakers, and dislocated workers. Youth leadership skills are developed in the Future Homemakers of America/Home Economics Related

Occupations (FHA/HERO) student organization, an integral part of the family and consumer sciences curriculum.

2. Strengths

- The vocational family and consumer sciences programs in Ohio reflect a clear mission and a structure to accomplish that mission.
- One hundred percent of the high schools have implemented a new course of study utilizing the new resource guides and OCAPs.
- High school Work and Family Life teachers held 1,374 advisory committee meetings in FY96.
- In FY96, high school Work and Family Life teachers held 128,949 student conferences and made 16,286 home visits.
- In FY96, high school Work and Family Life teachers held 42,737 parent conferences and sent out 51,005 newsletters to parents.
- In FY96, students in high school Work and Family Life classes completed 28,750 community service projects.
- Enrollment in FHA/HERO increased, providing more opportunities for students to gain leadership skills and participate in community service projects.
- Statewide male enrollment in Work and Family Life increased to 41.5% (1.5% increase).
- In almost all districts, Work and Family Life enrollment exceed 20% of the total school population.

3. Recommendations

- Increase School-to-Work connecting activities (shadowing, service learning and mentorship) with middle school classes and with high school Personal Development and Life Management classes.
- Link with social services where appropriate, specifically the Family and Children First initiative where established.
- Increase and strengthen level of involvement in FHA/HERO activities and affiliation.
- Increase the number of teachers completing Individual Professional Development Plans. In FY96, 562 teachers completed ICPs.
- Increase the number of students who receive assistance completing Individual Career Plans and Career Passports.

4. MaPP Findings and Initiatives

- Technical assistance was targeted to districts needing help based on MaPP findings.
- School districts were encouraged to provide the appropriate technology based on business and industry standards.
- Occupational programs were encouraged to complete industry certification programs and were encouraged to include earned certifications in the student's career passport.
- Teachers were provided inservice on use of the critical science problem-based curriculum and on authentic assessment techniques.

G. Marketing Education

1. Program Area Description

The primary objectives of the marketing area is to develop successful skills and attitudes in youth and adults desiring to enter employment in marketing related occupations. Vocational marketing programs are offered in high schools, vocational centers and adult training centers

that provide a wide range of educational options to enhance the availability of qualified marketing workers for business. Training is centered around four main job clusters: general marketing, entertainment marketing, hospitality/tourism marketing and marketing management. The vocational student organization, DECA, affords every student the opportunity to gain leadership and employability skills needed by today's workers.

2. Strengths

- All areas of the marketing curriculum are accessible to all students.
- Students in cooperative employment are entering the management field at a faster rate than previously experienced.
- Student placement rates and continuing education rates are well above those needed in the state plan.
- An increasing number of students are enrolled in applied academics.

3. Recommendations

- To increase program reliability, more work with business and industry is needed.
- New delivery systems should be explored for effective program operation.
- Instructors must stay current with new developing business practices.
- All marketing students need to be aware of the current needs of life-long learning and technical up-grading.

4. MaPP Findings and Initiatives

- Staff development is needed in the area of technology and needs for life-long learning.
- Instructors are encouraged to work with School-to-Work programs in the area of professional development and externships.
- Based on instructor input, training is being made available on uses of the vocational testing data.
- New program delivery system models are being explored for use in the marketing area and instructors are encouraged to develop plans to fit their students needs.
- Instructors are encouraged to develop new and efficient work teams with business, labor and industry.

H. Trade and Industrial Education

1. Program Area Description

The goal of Trade and Industrial (T & I) and Health Occupations Education is to prepare youth and adults for employment and/or post-high school training in trade, industrial, technical and health occupations. The staff provides technical assistance to local administrators for developing, organizing, conducting, and evaluating job training, School-to-Work, tech prep, occupational work experience for disadvantaged students, consultative, and apprenticeship programs. In addition, staff are directly involved in planning and conducting activities for leadership training through Vocational Industrial Clubs of America (VICA), supporting curriculum development through the Vocational Instructional Materials Laboratory, and planning and conducting professional development trade-specific update activities for teachers.

T & I/Health Occupations continue at the forefront in several new initiatives. The Tech Prep initiative includes T & I/Health Occupations in all of Ohio's twenty-eight consortia. School-to-Apprenticeship pilot programs have been approved, which include T & I occupations, that can

be replicated throughout the state and nation. Diesel and Graphics taxonomies are in the process of becoming certified through nationally recognized organizations. Precision machining and welding will also be piloting (Nationally) new program certification processes with national organizations this year. Auto technician and auto collision are 100% certified through ASE in our state.

2. *Strengths*

The majority of T & I programs appear to be meeting placement requirements outlined in Ohio's core standards. The schools with placement problems have put together action plans through the Measuring and Planning Progress (MaPP) process and their comprehensive Vocational Education Planning District (VEPD) Plan to remediate deficiencies in core standards. Programs incapable of remediating deficiencies are being disinvested.

- National occupationally specific standards are being implemented in applicable courses of study in all schools. Schools are continuing to incorporate the new OCAPs in developing local courses of study.
- Career Passports are widely utilized as an exit credential in T & I /Health Occupations secondary and adult programs and are being well-received by business and industry.
- T & I/Health Occupations teachers have demonstrated a commitment to professional development and many staff have their own professional development plans. Schools administrative leadership is becoming more involved in assisting in teacher development of these plans.
- All of the programs visited in MaPP have active advisory committees.
- Tech Prep programs continue to be implemented primarily in the areas of Engineering and Manufacturing Technologies and Health Related Occupations.
- Teachers are interpreting and using Work Keys and OCAP test data more rigorously than during previous visits.
- The majority of T & I teachers have at least seven to ten years of teaching experience and have developed a wide range of core instructional, management, and evaluation strategies.

3. *Recommendations:*

- Leadership training through VICA is available to the majority of students. VICA curriculum and membership need to be strengthened in OWE Programs.
- VICA curriculum materials, including the new Professional Development Program and TQM, need to be incorporated in all T & I /Health Occupations programs.
- Safety instruction (especially hazardous material communications) should be an integral part of all programs and adequate funds need to be budgeted for maintaining safe laboratories.
- All districts need to intensify activities that promote nontraditional opportunities in T & I/Health Occupations. Efforts to attain the statewide goal of 25% nontraditional enrollment in all programs continue, but this goal has not yet been achieved.
- Vocational leadership at the supervisory level for T & I/Health Occupations programs, throughout the state, need strengthened. New supervisors without a trade or industrial background must network with experienced supervisors to enable the vision for quality to perpetuate.
- Districts are implementing OCAP testing as part of total assessment; however, teacher and administrators continue to need further information interpreting results.
- Labor market data must be used to help determine the need for new and existing vocational programs. Existing programs which consistently fall below mission on follow-up statistics should be closed and replaced with new programs.

- Precision machining, welding and graphics programs will be nationally certified as programs teaching to nationally developed occupational standards by the year 2000.

4. MaPP Findings and Initiatives:

- All 15 Tech Prep Consortia offer programs in T & I and /or health occupations areas.
- Accountability measures need to be included for Tech Prep students to show success upon completion of their postsecondary program.
- Teachers need to communicate and share instructional strategies with other teachers across the state from their taxonomies. Networking strategies are being encouraged to develop this untapped resource.
- Advisory committees must become more involved in promoting an accurate vision of their occupational areas to parents, students and counselors in the feeder schools.
- OCAP competencies generic to T & I and/or Health Occupations need to be taught at the elementary and junior high level to better prepare students for career specific training. Local administrations need to be encouraged to initiate this in feeder school.

I. Strategic Analysis Team

This section represents a sampling of the strengths and recommendations of an individual VEPD and not individual program areas. The Strategic Analysis Team is a group of business, industry, community, labor agency and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD. Their recommendations go to the VEPD administrative team.

They are also an important group in formulating the contents of the FY97 Comprehensive Strategic Plan for the VEPD.

1. Strengths

- Participation in community, business and school partnership is extensive.
- Each staff member has completed an individual staff development plan.
- All courses of study will reflect the competencies outlines by Ohio's Competency Analysis Profiles.
- Availability of programs for "at-risk" youth.
- Continuous parental contact in work and family life program.
- All eighth grade students have an Individual Career Plan (ICP) in place.
- A comprehensive staff development program provides all certificated and classified staff members the opportunity to expand their knowledge base and strengthen professional skills on a continuing basis.
- Strong Career Development program.

2. Recommendations

- Increase collaborative efforts between individual programs and between districts within the VEPD.
- Establish an apprenticeship linkage with various industries to provide a learning experience and job opportunity for the non-college bound student.
- Increase professional development programming for vocational staff on a VEPD basis.
- Expand access to programs by implementing a more flexible class schedule.
- Develop and implement a plan to increase minority participation in vocational education programs.

- Develop a county-wide transportation plan for students to maximize educational opportunities and financial resources.
- Become a Key Player in the regional School-to-Work initiative.
- Increase by 10% vocational student organization membership by 1998.
- Increase to 100% the number of programs utilizing the OVCA Competency Test by 1997.
- Expand externships to include all vocational and academic instructors by 1999.

J. Overall MaPP Improvement Recommendations for FY97

The following recommendations were implemented for FY97 to modify the MaPP process and were compiled from LEA input, and state staff observations.

- The teacher and advisory committee report format be simplified and coordinated with the service area summary report, state staff report, and the final report prepared by the Strategic Analysis Team. All of these reports follow the format of the *VEPD Comprehensive Strategic Plan.*
- Postsecondary Associate Degree programs were added to the review.

K. Vocational Education Planning Districts Comprehensive Strategic Plan

The *VEPD Comprehensive Strategic Plan* is the planning document which identifies a vocational education planning district's (VEPDs) delivery system for vocational and career development programs and services in compliance with Ohio Revised Code (ORC) Section 3313.90. VEPDs must meet the following requirements:

- A plan for vocational education has been approved by the State Board of Education in accordance with Section 3313.90 ORC.
- There must be at least 12 different vocational education occupationally specific programs and 20 classes operating within the VEPD with no more than four being cooperative education.
- There must be at least 1,500 students in the 9th through 12th grades within the school district(s) comprising the VEPD.
- There must be a comprehensive guidance and counseling program available to all students within the VEPD.
- There must be comprehensive assessment systems available to all special populations.

The VEPD strategic plan qualifies the VEPD for the receipt of state vocational education funds and meets the planning requirement for federal program improvement funds for secondary and adult programs under the Carl D. Perkins Comprehensive Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). VEPD strategic plans were instituted July 1, 1991. Annual self-evaluations of the VEPD strategic plan covering the period July 1 through June 30, are due by September 1.

The VEPD strategic plan is designed to assist local vocational education agency planners to address the mission of vocational and adult education as defined in *Ohio's Future at Work*, Ohio's vocational education system strategic plan, and to meet the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Following are the mission of Ohio's Vocational and Adult Education system and the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The mission of Ohio's Vocational and Adult Education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following:

- Occupational skills..... those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.

- Academic skills..... those core competencies necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.

- Employability skills..... those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments. (Employability skills address federal requirements related to the preparation "In all aspects of the industry").

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The VEPD Comprehensive Strategic Plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- assessment of current demographic and operational conditions
- establishment of measurable vocational education and career development objectives, and
- identification of programs which meet established educational objectives.

By following these critical steps, the emphasis in planning is placed on students and their needs.

In addition, by consolidating all vocational and career development planning, the VEPD strategic plan attempts to provide a holistic view of the vocational and career development system. The core standards and measures of performance identified in this document are the overarching evaluation factors the VEPD strategic plan must address.

A VEPD will document measurable vocational education and career development objectives in the VEPD strategic plan. The VEPD also documents, within the VEPD strategic plan, the educational programs and program improvement initiatives planned to achieve its measurable objectives.

Sections of the plan include:

1. Needs Assessment

A) Labor Market
B) Population
C) Program Scope Barriers
D) Program Delivery Barriers

This section includes an in-depth analysis of local demographics to determine additional course offerings or disinvestment of current offerings that need to be considered to better meet local needs. It also identifies barriers that inhibit or prevent students from participating in the current vocational offerings.

2. The Planning Process

A) School Personnel, JTPA, Parents of Special Populations
B) Superintendents of School Districts
C) Public Agencies, Organizations and Community Groups
D) Business, Industry and Labor Representatives

The planning process brings together various groups to look at the Needs Assessment section and work with the VEPD administration to put together a plan of action to address those needs.

3. Programs and Program Improvement Initiatives

A) Program Scope
   1). Career Development
   2). Occupational Specific Programs
      a. Occupational Competency Gains and Positive Placement
      b. Academic Competency Gains and Positive Placement
   3). Work and Family Life Programs

B) Program Delivery
   1). Access
   2). Collaboration
   3). Competency Based Instruction
   4). Professional Development
   5). Marketing
   6). Evaluation

C) Budget

Measurable objectives to address the needs identified in section one are included in this section. In addition, the VEPDs student performance is monitored in relation to Ohio's statewide core standards and performance measures. The budget, which illustrates how the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and other sources of dollars will be spent to meet the identified needs, is also in this section.

4. Assurances

A) Carl D. Perkins Assurances
B) Ohio Department of Education Assurances

In this final section, the VEPD commit to meeting both federal and state assurances.

The VEPDs progress in meeting the stated objectives in their strategic plan is monitored by an annual evaluation.

For each objective the VEPD must answer the following statements:

1. **Identify the measurable results of the objectives achieved.**
2. **Identify each objective not completed, explain the status of each and identify barriers encountered.**
3. **Identify how the objective will be achieved next year.**

As a result of this annual evaluation, VEPDs can monitor their progress, as well as list barriers encountered that they may not have realized before. The annual evaluation identifies each objective in the VEPDs comprehensive plan and determines the progress being made toward that objective.

Measuring and Planning Progress (MaPP), Ohio's assessment of each VEPD every five years in contrast looks not only at how students are doing in related placement, but also includes what levels of competency students have attained in their program area. In addition, MaPP makes recommendations for improvement, disinvestment, expansion and new program offerings.

The annual evaluation with the five-year assessment of the VEPD called MaPP provides the VEPD with an accurate picture of where they are and the obstacles in their path to get where they want to go.

APPENDICES

Appendix A

SECONDARY VOCATIONAL EDUCATION DATA SYSTEM
CLOSING INFORMATION FOR FY96

In July 1991, secondary vocational education unit funding, enrollment, and student follow-up data systems were integrated into the new Education Management Information System (EMIS). EMIS was mandated as a requirement of Ohio Senate Bill 140, the most comprehensive educational reform bill ever passed in Ohio, and includes aggregate student information, course information, and educational staff information submitted through the Ohio Educational Computer Network (OECN). OECN includes a network of mainframe computer entities known as "A-sites".

The systems were integrated into EMIS to avoid unnecessary duplication of data and to create new aggregations of information to assist state and local administrators and policy makers in decision-making and accountability.

By design, closing June 30, 1996, enrollment totals should include all students served in vocational education during the period September 1, 1995 through June 30, 1996. Unfortunately, a total of five districts had not submitted any closing enrollment data as of November 18, 1995. The missing districts and their Internal Retrieval Numbers (IRN's) are listed below:

District Name	IRN Number
Cincinnati City	043752
Marysville Exempted Village	045476
Reynoldsburg City	047001
Riverdale Local (Hardin County)	047514
West Carrollton City	045054

In addition to the above districts that submitted no closing enrollment, some districts failed to submit closing enrollments for some of their classes. To develop statewide aggregate closing enrollments, this report uses opening enrollment counts in cases where closing class information was not submitted. Unlike closing enrollment, opening enrollment counts fail to include students added to classes during the course of the school year. The use of opening enrollment counts may in some cases result in the under-reporting of students.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

EXEC-VEDS-EMIS

SUMMARY

FISCAL YEAR 1996
All Districts

Secondary EMIS

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
November 18, 1996

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,657	8,735	6,922	2,549	8	2,772	635	1,591	403
AGRICULTUR	F	5,527	2,920	2,607	506	3	990	199	618	108
EDUCATION	T	21,184	11,655	9,529	3,055	11	3,762	834	2,209	511
04.0000	M	3,622	282	3,340	309		805	2,099	1,102	183
MARKETING	F	4,060	170	3,890	232	3	877	2,590	1,417	186
EDUCATION	T	7,682	452	7,230	541	3	1,682	4,689	2,519	369
04.9998	M	7,163	7,129	34	949	15	6,510	6,748	4	296
OWA	F	4,650	4,612	38	336	14	4,187	4,353	4	143
TOTALS	T	11,813	11,741	72	1,285	29	10,697	11,101	8	439
07.0000	M	408	22	386	39	1	130	41	102	13
HEALTH	F	3,718	135	3,583	242	12	1,165	729	1,150	145
EDUCATION	T	4,126	157	3,969	281	13	1,295	770	1,252	158
09.01	M	80,411	53,886	26,525	12,016	333	18,333		1,255	2,515
WORK &	F	119,082	79,547	39,535	11,262	449	26,854		2,136	2,846
FAM LIF	T	199,493	133,433	66,060	23,278	782	45,187		3,391	5,361
09.02	M	1,422	194	1,228	560	6	513	171	348	88
FCS JOB	F	3,784	354	3,430	1,116	9	1,449	407	946	217
TRAINING	T	5,206	548	4,658	1,676	15	1,962	578	1,294	305
09.0000	M	81,833	54,080	27,753	12,576	339	18,846	171	1,603	2,603
F.C.S.	F	122,866	79,901	42,965	12,378	458	28,303	407	3,082	3,063
EDUCATION	T	204,699	133,981	70,718	24,954	797	47,149	578	4,685	5,666
14.0000	M	2,727	340	2,387	273	9	819	436	768	141
BUSINESS	F	10,961	606	10,355	706	37	3,146	2,146	3,280	445
EDUCATION	T	13,688	946	12,742	979	46	3,965	2,582	4,048	586
17.0000	M	32,028	5,850	26,178	5,847	73	15,313	8,539	7,371	2,907
T & I	F	11,205	1,828	9,377	911	9	6,476	4,933	2,413	973
EDUCATION	T	43,233	7,678	35,555	6,758	82	21,789	13,472	9,784	3,880
30.0000	M	7,310	6,301	1,009						
PROGRAM	F	4,221	3,513	708						
TOTALS	T	11,531	9,814	1,717						
99.0000	M	12,333	1,468	10,865	3,107	12	4,276	749	3,471	794
SPECIAL	F	7,994	1,189	6,805	1,211	7	3,073	430	1,982	383
PROGRAMS	T	20,327	2,657	17,670	4,318	19	7,349	1,179	5,453	1,177
STATE	M	163,081	84,207	78,874	25,649	457	49,471	19,418	16,012	7,340
TOTAL	F	175,202	94,874	80,328	16,522	543	48,217	15,787	13,946	5,446
	T	338,283	179,081	159,202	42,171	1,000	97,688	35,205	29,958	12,786

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BEST COPY AVAILABLE

FISCAL YEAR 1996
All Districts

Secondary EMIS

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

CLOSING EXECUTIVE REPORT OF VEIS INFORMATION
November 18, 1996

RXEC-VEIS-EMIS

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED			PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
01.0100	M	9,008	7,463	1,545	1,334	4	1,347		224	166
AGRISCIENC	F	3,037	2,435	602	166		350		87	21
	T	12,045	9,898	2,147	1,500	4	1,697		311	187
01.0101	M	96	15	81	25	1	30			
AN P&C-SM	F	275	29	246	41	1	86		15	7
	T	371	44	327	66	2	116		73	12
									88	19
01.0104	M	2,786	568	2,218	329		339			
PROD AGRIC	F	742	123	619	31		68		458	34
	T	3,528	691	2,837	360		407		113	6
									571	40
01.0131	M	16		16	8		2			
AN P&C-EQU	F	42	8	34	3		10		3	1
	T	58	8	50	11		12		10	3
									13	4
01.0200	M	988	41	947	99		128			
AGRIBUSINE	F	307	2	305	8		37	635	332	25
	T	1,295	43	1,252	107		165	199	118	7
								834	450	32
01.0300	M	1,017	103	914	310		452			
AG IND MEC	F	31	1	30	7		16		275	54
	T	1,048	104	944	317		468		6	4
									281	58
01.0400	M	81	3	78	24	1	16			
FOOD PROCE	F	15	3	12	5		4		20	10
	T	96	6	90	29	1	20		2	3
									22	13
01.0500	M	981	299	682	295	2	302			
HORTICULTU	F	878	214	664	236	2	373		153	69
	T	1,859	513	1,346	531	4	675		173	43
									326	112
01.0600	M	335	76	259	67		74			
NATURAL RE	F	59	5	54	2		16		86	24
	T	394	81	313	69		90		32	4
									118	28
01.0699	M	118	74	44	5		10			
ENVIRON MA	F	83	54	29			2		5	2
	T	201	128	73	5		12		3	
									8	2
01.0700	M	18		18	4		5			
FORESTRY	F	2		2	1		1		5	1
	T	20		20	5		6		1	
									6	1
01.9900	M	213	93	120	49		67			
OTHER AG	F	56	46	10	6		27		15	10
	T	269	139	130	55		94			5
									15	15

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,657	8,735	6,922	2,549	8	2,772	635	1,591	403
AGRICULTUR	F	5,527	2,920	2,607	506	3	990	199	618	108
EDUCATION	T	21,184	11,655	9,529	3,055	11	3,762	834	2,209	511

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.0115	M	443	30	413	39		63	14	72	13
ENTERTAIN	F	307	10	297	13	1	39	12	49	6
	T	750	40	710	52	1	102	26	121	19
04.0800	M	2,791	124	2,667	211		564	1,892	949	145
GENERAL MR	F	3,410	139	3,271	175		744	2,341	1,237	166
	T	6,201	263	5,938	386		1,308	4,233	2,186	311
04.0810	M	218	2	216	23		53	153	71	15
MARKET MAN	F	267	2	265	19		64	196	98	8
	T	485	4	481	42		117	349	169	23
04.1118	M	11		11	2		2	8	6	
TRAVEL & T	F	57	7	50	15	1	23	29	31	3
	T	68	7	61	17	1	25	37	37	3
04.1900	M	159	126	33	34		123	32	4	10
DIST & MAR	F	19	12	7	10	1	7	12	2	3
	T	178	138	40	44	1	130	44	6	13
04.0000	M	3,622	282	3,340	309		805	2,099	1,102	183
MARKETING	F	4,060	170	3,890	232	3	877	2,590	1,417	186
EDUCATION	T	7,682	452	7,230	541	3	1,682	4,689	2,519	369

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						LIMITED		ENROLLMENT	PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-		COM-	
		TOTAL	GR 11	GR 10	SWD	PRO.	VANTAGE		PLETERS	LEAVERS
04.9998	M	7,163	7,129	34	949	15	6,510	6,748	4	296
OCC WORK A	F	4,650	4,612	38	336	14	4,187	4,353	4	143
	T	11,813	11,741	72	1,285	29	10,697	11,101	8	439
04.9998	M	7,163	7,129	34	949	15	6,510	6,748	4	296
OWA	F	4,650	4,612	38	336	14	4,187	4,353	4	143
TOTALS	T	11,813	11,741	72	1,285	29	10,697	11,101	8	439

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.0101	M	43	4	39	4		16	1	10	2
DEN ASST	F	584	34	550	41	1	224	12	179	39
	T	627	38	589	45	1	240	13	189	41
07.0103	M	33	5	28	3		12		3	
DENTAL LAB	F	47	4	43	6		25		2	2
	T	80	9	71	9		37		5	2
07.0203	M	16	1	15	1		8		6	
MED LAB AS	F	129	1	128	3	4	42		42	3
	T	145	2	143	4	4	50		48	3
07.0302	M	14		14			2			1
PRACT NURS	F	114		114			32		31	4
	T	128		128			34		31	5
07.0303	M	33		33	5	1	18		9	1
NURSE ASST	F	367	17	350	66	2	185	38	150	9
	T	400	17	383	71	3	203	38	159	10
07.0305	M	5		5			2		1	
SURGICAL T	F	31	3	28			11		5	
	T	36	3	33			13		6	
07.0410	M	10		10					8	
FIT/ATHLET	F	21		21	1				15	
	T	31		31	1				23	
07.0603	M	26	2	24	4		8		4	2
OPTOM OCCU	F	26	4	22	1		17		4	1
	T	52	6	46	5		25		8	3
07.0904	M	17		17	3		4		5	2
MED ASST	F	302	12	290	12	3	75		100	12
	T	319	12	307	15	3	79		105	14
07.0906	M	2		2	1		2			
COM HEA AS	F	35	2	33	8		21		12	3
	T	37	2	35	9		23		12	3
07.0912	M	10		10					5	1
PHARMACY A	F	40		40		1	10		22	1
	T	50		50		1	10		27	2
07.0998	M	109	10	99	14		38		4	2
DIVER HLTH	F	1,215	58	1,157	66	1	354	56	64	42
	T	1,324	68	1,256	80	1	392	56	68	44

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.4830	M	16		16	2		2		8	
PRE-NURSIN	F	83		83	2		7		36	
	T	99		99	4		9		44	
07.4890	M	25		25			4		6	1
CERT HLTH	F	96		96			4		28	2
	T	121		121			8		34	3
07.9960	M	49		49	2		14	40	33	1
DIVERSIFIE	F	628		628	36		158	623	460	27
	T	677		677	38		172	663	493	28
07.0000	M	408	22	386	39	1	130	41	102	13
HEALTH	F	3,718	135	3,583	242	12	1,165	729	1,150	145
EDUCATION	T	4,126	157	3,969	281	13	1,295	770	1,252	158

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0101	M	15,494	12,175	3,319	2,994	55	3,745		129	597
PERS DEVEL	F	22,720	19,002	3,718	2,618	75	4,762		154	519
	T	38,214	31,177	7,037	5,612	130	8,507		283	1,116
09.0102	M	4,339	1,516	2,823	542	9	864		117	182
PARENTING	F	12,276	5,844	6,432	1,123	43	2,369		217	336
	T	16,615	7,360	9,255	1,665	52	3,233		334	518
09.0103	M	14	11	3	1		11			
CLOTHING &	F	51	33	18	5		12		1	2
	T	65	44	21	6		23		1	2
09.0104	M	4		4	4		2			1
CONSUMER E	F	3	1	2	3		1			1
	T	7	1	6	7		3			2
09.0106	M	5,269	1,701	3,568	713	18	1,114		214	303
FAMILY REL	F	9,539	3,489	6,050	879	43	1,910		303	260
	T	14,808	5,190	9,618	1,592	61	3,024		517	563
09.0107	M	14,108	5,194	8,914	1,692	27	1,981		351	472
NUTRI & WE	F	17,061	7,244	9,817	1,346	49	2,401		316	376
	T	31,169	12,438	18,731	3,038	76	4,382		667	848
09.0108	M	8,164	5,827	2,337	1,401	65	2,040		87	301
RESRCE MNG	F	13,036	10,184	2,852	1,437	87	3,011		90	267
	T	21,200	16,011	5,189	2,838	152	5,051		177	568
09.0109	M	3	2	1	1					
HOUSNG & H	F	15	7	8	6		3		1	
	T	18	9	9	7		3		1	
09.0111	M	8,670	3,757	4,913	1,256	37	1,796		219	395
LIFE PLANN	F	11,553	5,416	6,137	1,045	26	2,465		277	350
	T	20,223	9,173	11,050	2,301	63	4,261		496	745
09.0185	M	20,048	20,046	2	2,707	81	4,515			149
MID/JR WOR	F	21,195	21,193	2	1,539	72	4,520			108
	T	41,243	41,239	4	4,246	153	9,035			257
09.0194	M	968	328	640	162		388		138	84
GRADS	F	7,493	2,994	4,499	817	10	3,038		777	560
	T	8,461	3,322	5,139	979	10	3,426		915	644
09.0195	M	3,330	3,329	1	543	41	1,877			31
IMPACT WRK	F	4,140	4,140		444	44	2,362			67
	T	7,470	7,469	1	987	85	4,239			98

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		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE		COMPLETERS	LEAVERS
09.01	M	80,411	53,886	26,525	12,016	333	18,333		1,255	2,515
WORK &	F	119,082	79,547	39,535	11,262	449	26,854		3,136	2,846
FAM LIF	T	199,493	133,433	66,060	23,278	782	45,187		3,391	5,361
09.0201	M	76	8	68	19	2	24	8	22	3
EARLY CHIL	F	1,994	156	1,838	383	1	742	117	531	111
	T	2,070	164	1,906	402	3	766	125	553	114
09.0202	M	9		9	2	1			3	
CLOTH & IN	F	115	18	97	10	6	54		19	5
	T	124	18	106	12	7	54		22	5
09.0203	M	1,038	136	902	405	1	385	36	240	70
FOOD MGMNT	F	1,084	113	971	453	1	417	46	259	78
	T	2,122	249	1,873	858	2	802	82	499	148
09.0205	M	169	40	129	121	2	77	6	51	6
HOSP & FAC	F	345	49	296	243	1	157	20	59	14
	T	514	89	425	364	3	234	26	110	20
09.0290	M	125	5	120	13		27	121	32	9
FCS MULTI-	F	237	10	227	24		79	224	78	9
	T	362	15	347	37		106	345	110	18
09.0296	M	5	5							
GOALS	F	9	8	1	3					
	T	14	13	1	3					
09.02	M	1,422	194	1,228	560	6	513	171	348	88
FCS JOB	F	3,784	354	3,430	1,116	9	1,449	407	946	217
TRAINING	T	5,206	548	4,658	1,676	15	1,962	578	1,294	305
09.0000	M	81,833	54,080	27,753	12,576	339	18,846	171	1,603	2,603
F.C.S.	F	122,866	79,901	42,965	12,378	458	28,303	407	3,082	3,063
EDUCATION	T	204,699	133,981	70,718	24,954	797	47,149	578	4,685	5,666

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0100	M	664	63	601	53	2	187	12	171	21
ACCOUNTING	F	1,642	105	1,537	75	5	494	28	431	71
	T	2,306	168	2,138	128	7	681	40	602	92
14.0200	M	615	47	568	67		143	6	184	45
BUS INFO S	F	580	37	543	16	3	160	5	182	23
	T	1,195	84	1,111	83	3	303	11	366	68
14.0300	M	1,199	207	992	146	6	455	418	333	58
ADMIN/OFF	F	8,094	408	7,686	590	29	2,392	2,113	2,458	301
	T	9,293	615	8,678	736	35	2,847	2,531	2,791	359
14.0800	M	200	23	177	7	1	33		70	17
BUS ADM &	F	623	56	567	25		96		205	50
	T	823	79	744	32	1	129		275	67
14.4820	M	49		49			1		10	
COMP SUPP	F	22		22			4		4	
	T	71		71			5		14	
14.0000	M	2,727	340	2,387	273	9	819	436	768	141
BUSINESS	F	10,961	606	10,355	706	37	3,146	2,146	3,280	445
EDUCATION	T	13,688	946	12,742	979	46	3,965	2,582	4,048	586

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						LIMITED			PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
17.0100	M	507	100	407	82		191		132	46
AIR COND &	F	5	1	4						1
	T	512	101	411	82		191		132	47
17.0200	M	97	53	44	17		56		14	10
APPL REPAI	F									
	T	97	53	44	17		56		14	10
17.0301	M	1,976	212	1,764	528	11	819	13	455	203
AUTO COLLI	F	52	7	45	9		31	1	11	3
	T	2,028	219	1,809	537	11	850	14	466	206
17.0302	M	3,521	422	3,099	748	17	1,270	8	827	282
AUTO TECHN	F	143	14	129	16		44		24	14
	T	3,664	436	3,228	764	17	1,314	8	851	296
17.0303	M	166	68	98	125		85		20	21
SPECIALIZA	F	3	1	2	1		1		1	1
	T	169	69	100	126		86		21	22
17.0400	M	97	32	65	5	1	41		29	
AVIATION O	F	18	8	10	1		10		2	
	T	115	40	75	6	1	51		31	
17.0401	M	129	21	108	0	2	34		15	3
AIRCRAFT M	F	14	3	11			3		1	1
	T	143	24	119	0	2	37		16	4
17.0600	M	21		21					9	2
BUS MACH M	F	1		1						
	T	22		22					9	2
17.0700	M	569	42	527	81		159	8	127	26
COMM ART O	F	357	15	342	21		66	1	94	15
	T	926	57	869	102		225	9	221	41
17.0801	M	32	27	5	3					
MARITIME O	F	1		1						
	T	33	27	6	3					
17.0802	M	63	17	46	19	1	27		11	7
MARINE MAI	F	6		6			1		1	3
	T	69	17	52	19	1	28		12	10
17.0900	M	43	1	42	7		13		11	1
COMM PHOTO	F	81	1	80	5		17		36	1
	T	124	2	122	12		30		47	2

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						LIMITED ENGLISH		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1001	M	2,439	195	2,244	522	3	725		691	175
CARPENTRY	F	119	11	108	11		45		35	7
	T	2,558	206	2,352	533	3	770		726	182
17.1002	M	1,244	52	1,192	156		345		398	72
ELECT TRAD	F	50	2	48	3		16		13	7
	T	1,294	54	1,240	159		361		411	79
17.1003	M	34	3	31	15		6		14	1
HEAVY EQUI	F									
	T	34	3	31	15		6		14	1
17.1004	M	425	47	378	138		161		109	47
MASONRY	F	14	4	10	10		4		3	1
	T	439	51	388	148		165		112	48
17.1005	M	26	3	23	13		16		7	2
PAINT & DE	F	15		15	4		12		4	
	T	41	3	38	17		28		11	2
17.1007	M	88	5	83	16		18		21	10
PLMBG & PI	F	2	1	1	2					
	T	90	6	84	18		18		21	10
17.1011	M	1,235	342	893	403	4	630	17	268	74
BLDG MAINT	F	74	31	43	18		41		10	10
	T	1,309	373	936	421	4	671	17	278	84
17.1012	M	208	24	184	52		72		54	17
INDUST MAI	F	11	1	10	3		3			1
	T	219	25	194	55		75		54	18
17.1016	M	16	8	8	4		4		3	5
MOBILE HM	F									
	T	16	8	8	4		4		3	5
17.1100	M	149	43	106	138		64		26	10
CUSTODIAL	F	21	3	18	18		12		4	
	T	170	46	124	156		76		30	10
17.1200	M	489	62	427	128	1	133		109	44
DIESEL MEC	F	11	1	10		1	3		3	2
	T	500	63	437	128	2	136		112	46
17.1300	M	1,499	68	1,431	127	9	389	7	504	52
DRAFTING O	F	298	11	287	13		82	2	86	10
	T	1,797	79	1,718	140	9	471	9	590	62

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		•--TOTAL ENROLLMENT---•			•----TARGET GROUPS----•			•-COOPERATIVE-•	•-JOB TRAINING-•	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SMD	ENGLISH PRO.	DISAD-VANTAGE		CON-PLETERS	LEAVERS
17.1402	M	22	3	19	6		16		10	3
POWER TRAN	F									
	T	22	3	19	6		16		10	3
17.1503	M	1,834	117	1,717	172	2	526	15	511	85
ELECTRONIC	F	135	10	125	10		43	12	31	10
	T	1,969	127	1,842	182	2	569	27	542	95
17.1504	M	28	2	26	4		16			
TELECOMMUN	F									
	T	28	2	26	4		16			
17.1801	M	285	2	283	21		13		67	2
ENGINEER T	F	38		38					4	
	T	323	2	321	21		13		71	2
17.1802	M	113	3	110	6		11		24	1
MFG ENGNR	F	8		8			2			1
	T	121	3	118	6		13		24	2
17.1900	M	832	117	715	147	4	332	3	205	65
GRAPHIC OC	F	650	44	606	74		233	5	194	38
	T	1,482	161	1,321	221	4	565	8	399	103
17.2004	M	24		24	5		4		6	
IND LAB AS	F	7		7			1		1	
	T	31		31	5		5		7	
17.2302	M	1,898	108	1,790	301	2	538	11	554	97
PRECISION	F	105	6	99	7		44	2	22	2
	T	2,003	114	1,889	308	2	582	13	576	99
17.2304	M	51		51	6		9		17	4
HEAVY META	F									
	T	51		51	6		9		17	4
17.2305	M	35	19	16	1		19		5	9
SHEET META	F	7	7				2			2
	T	42	26	16	1		21		5	11
17.2306	M	1,890	300	1,590	485	3	786		427	185
WELDING &	F	77	10	67	8		32		9	8
	T	1,967	310	1,657	493	3	818		436	193
17.2307	M	8		8			4			1
TOOL & DIE	F									
	T	8		8			4			1

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		--TOTAL ENROLLMENT---			*-----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.2602	M	61	6	55	10		22		15	4
COSMETOLOG	F	3,383	197	3,186	243	3	1,259		880	165
	T	3,444	203	3,241	253	3	1,281		895	169
17.2700	M	28	1	27	1		11		5	1
PLASTICS O	F	2		2	1					
	T	30	1	29	2		11		5	1
17.2801	M	79	3	76	17		12		34	2
BASIC FIRE	F	5	1	4			1		2	1
	T	84	4	80	17		13		36	3
17.2802	M	714	20	694	86		188		202	23
BASIC LAW	F	342	10	332	30		100		86	14
	T	1,056	30	1,026	116		288		288	37
17.3100	M	86	30	56	28		20		21	5
POM EQUIP	F	1		1						1
	T	87	30	57	28		20		21	6
17.3601	M	62	8	54	7		15		23	3
MILLWRK &	F	17		17			1		10	2
	T	79	8	71	7		16		33	5
17.9960	M	515	1	514	64		151	507	308	28
DIV COOP T	F	260	1	259	17	1	81	260	156	16
	T	775	2	773	81	1	232	767	464	44
17.9996	M	160	68	92	160	1	51		6	1
ADJUSTMENT	F	83	28	55	83		15		5	
	T	243	96	147	243	1	66		11	1
17.9998	M	140	76	64	38		87		12	23
OCC LAB	F	45	19	26	7		32		6	10
	T	185	95	90	45		119		18	33
17.9999	M	8,090	3,119	4,971	947	12	7,224	7,950	1,065	1,255
OCC WORK E	F	4,744	1,380	3,364	296	4	4,239	4,650	679	626
	T	12,834	4,499	8,335	1,243	16	11,463	12,600	1,744	1,881
17.0000	M	32,028	5,850	26,178	5,847	73	15,313	8,539	7,371	2,907
T & I	F	11,205	1,828	9,377	911	9	6,476	4,933	2,413	973
EDUCATION	T	43,233	7,678	35,555	6,758	82	21,789	13,472	9,784	3,880

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--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
				LIMITED			PROGRAM	
	BELOW	ABOVE		ENGLISH	DISAD-		COM-	
TOTAL	GR 11	GR 10	SWD	PRO.	VANTAGE	ENROLLMENT	PLETERS	LEAVERS

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED			PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-			
		TOTAL	GR 11	GR 10	SWD	PRO.	VANTAGE	ENROLLMENT	COM-	
30.5003	M	7,310	6,301	1,009					PLETERS	LEAVERS
VOC EVAL U	F	4,221	3,513	708						
	T	11,531	9,814	1,717						
30.0000	M	7,310	6,301	1,009						
PROGRAM	F	4,221	3,513	708						
TOTALS	T	11,531	9,814	1,717						

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED			PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-		COM-	
		TOTAL	GR 11	GR 10	SMD	PRO.	VANTAGE	ENROLLMENT	PLETERS	LEAVERS
99.0361	M	3,061	117	2,944	736		973		1,516	194
ENTREPRE	F	1,543	57	1,486	229		489		857	114
	T	4,604	174	4,430	965		1,462		2,373	308
99.0362	M	8,523	1,183	7,340	1,673	11	2,984		1,780	561
EMPLOY SKI	F	6,021	1,054	4,967	579	7	2,377		1,037	263
	T	14,544	2,237	12,307	2,252	18	5,361		2,817	824
99.0371	M	749	168	581	698	1	319	749	175	39
VOC COORD	F	430	78	352	403		207	430	88	6
	T	1,179	246	933	1,101	1	526	1,179	263	45
99.0000	M	12,333	1,468	10,865	3,107	12	4,276	749	3,471	794
SPECIAL	F	7,994	1,189	6,805	1,211	7	3,073	430	1,982	383
PROGRAMS	T	20,327	2,657	17,670	4,318	19	7,349	1,179	5,453	1,177

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW OR 11	ABOVE OR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
STATE	M	163,081	84,207	78,874	25,649	457	69,471	19,418	16,012	7,340
TOTAL	F	175,202	94,874	80,328	16,522	543	48,217	15,787	13,946	5,446
	T	338,283	179,081	159,202	42,171	1,000	97,688	35,205	29,958	12,786

Appendix B

COMPOSITE CLOSING POSTSECONDARY ADULT CLOSING ENROLLMENTS FOR ALL FUNDED AND NON-FUNDED FULL-TIME AND PART-TIME PROGRAMS OPERATED DURING FY96

This report is compiled from closing Vocational Education Data Systems (VEDS) information submitted on VE-22 closing reports.

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLL-MENT	CHILD CARE BELOW OR 11	CHILD CARE ABOVE OR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO. SWD	DISAD-VANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL	JOB TRAINING CON-PLETERS	LEAVERS (COOP)
AGRICULTUR	M	5959					1786	4173	61	190			681	38
EDUCATION	F	4148					1323	2825	9	58			520	11
	T	10107					3109	6998	70	256			1201	49
MARKETING	M	5201					3097	2104	14	6 32	14		133	2
EDUCATION	F	5882					3108	2774	19	8 148	12		205	3
	T	11083					6205	4878	33	14 180	26		338	5
HEALTH	M	14425					458	13967	17	2 296	14		261	92
EDUCATION	F	17622					4807	12815	80	2 2676	239		3148	721
	T	32047					5265	26782	97	4 2972	253		3409	813
PCS JOB	M	2187					1873	314	45	78 693	7		71	76
TRAINING	F	11070					5231	5839	202	12 1898	7		122	29
	T	13257					7104	6153	247	90 2591	14		193	105
WORK &	M	1787					729	1058	30	15 430				
FAM LIF	F	4766					2196	2570	50	61 541				
	T	6553					2925	3628	80	76 971				
F.C.S.	M	3974					2602	1372	75	93 1123	7		71	76
EDUCATION	F	15836					7427	8409	252	73 2439	7		122	29
	T	19810					10029	9781	327	166 3562	14		193	105
BUSINESS	M	18295					5288	13007	55	6 289	6		148	96
EDUCATION	F	38912					11568	27344	141	18 1969	83		1442	632
	T	57207					16856	40351	196	24 2258	89		1590	728
T & I	M	49669					12349	31913	5407	81 23 2326	73		1957	831
EDUCATION	F	7809					2489	5088	232	36 38 663	6		272	135
	T	57478					14838	37001	5639	117 61 2989	79		2229	966
TRANSITION	M	2000					1982	18		71 14 1368				
PROGRAMS	F	4823					4789	34		153 73 3277				
	T	6823					6771	52		224 87 4645				
STATE	M	99533					27563	66554	5407	376 144 5632	114		3251	1135
TOTAL	F	95032					35511	59289	232	690 212 11230	347		5709	1531
	T	194555					63073	125843	5639	1066 356 16862	461		8960	2666

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		PROGRAM LEVEL							TARGET GROUPS		COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW OR 11	CHILD CARE ABOVE OR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO. SWD	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
01.0101	M	50					2	48		2			1	1
AH P&C-SM	F	278					30	248		5			13	1
	T	328					32	296		7			14	2
01.0104	M	3828					1182	2646	26	54			545	5
PROD AGRIC	F	1361					782	579	2	30			392	2
	T	5189					1964	3225	28	84			937	7
01.0131	M	35						35						
AH P&C-EQU	F	90						90						
	T	125						125						
01.0300	M	148						148						
AG IND MEC	F	14						14						
	T	162						162						
01.0400	M	34						34						
FOOD PROCE	F	1						1						
	T	35						35						
01.0500	M	613					186	427	15	142			95	32
HORTICULTU	F	1467					104	1363	7	23			85	8
	T	2080					290	1790	22	165			180	40
01.0600	M	40					25	15					25	
NATURAL RE	F	28					20	8					20	
	T	68					45	23					45	
01.0699	M	1174					391	783					15	
ENVIRON MA	F	899					387	512					10	
	T	2073					778	1295					25	
01.0700	M	7						7						
FORESTRY	F	2						2						
	T	9						9						
01.9900	M	30						30	20					
OTHER AG	F	0						0						
	T	30						30	20					
01.00	M	5959					1786	4173	61	198			681	38
AGRICULTUR	F	4148					1323	2825	9	58			520	11
EDUCATION	T	10107					3109	6998	70	256			1201	49

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		PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE SWD	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
04.0100	M														
ENTERTAIN	F	0						0							
	T	0						0							
04.0800	M	792					17	775			2	14		14	1
GENERAL MR	F	1113					22	1091			0	12		12	1
	T	1905					39	1866			10	26		26	2
04.0801	M	1208					863	345	0	6	16			97	1
SMALL BUS	F	1346					1051	295	3	6	13			181	2
	T	2554					1914	640	11	12	29			278	3
04.0803	M	3103					2167	936	5		1			22	
HUMAN RES	F	3108					1835	1273	11		14			12	
	T	6211					4002	2209	16		15			34	
04.0819	M	23						23							
DISTRIBUTI	F	11						11							
	T	34						34							
04.1118	M	25						25							
TRAVEL & T	F	96						96							
	T	121						121							
04.9933	M	50					50		1		13				
VENT BUSI	F	200					200		5	2	113				
	T	250					250		6	2	126				
04.00	M	5201					3097	2104	14	6	32	14		133	2
MARKETING	F	5882					3108	2774	19	0	148	12		205	3
EDUCATION	T	11083					6205	4878	33	14	180	26		338	5

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE		NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE SWD	DISADVANTAGE	SEC.	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING CONPLETERS	LEAVERS
07.0101	M	3					2	1			2				1	1
DEN ASST	F	283					67	216		2	36				55	12
	T	286					69	217		2	38				56	13
07.0103	M	3						3								
DENTAL LAB	F	207						207								
	T	210						210								
07.0203	M	15					4	11			2				2	2
MED LAB AS	F	290					96	194	1		50				78	17
	T	305					100	205	1		52				80	19
07.0302	M	314					297	17	4	1	139				145	68
PRACT NURS	F	3266					2901	365	43		1402				1629	419
	T	3580					3198	382	47	1	1541				1774	487
07.0303	M	41					31	10			10	1			20	8
NURSE ASST	F	547					465	82			226	38			366	72
	T	588					496	92			236	39			386	80
07.0305	M	14					6	8			2				2	2
SURGICAL T	F	68					42	26			24				23	10
	T	82					48	34			26				25	12
07.0307	M	23					4	19			3				4	
HOME HLT A	F	111					34	77	1		22				27	6
	T	134					38	96	1		25				31	6
07.0399	M	133					80	53	1	1	50	13			74	6
OTHER NURS	F	1280					735	545	10		570	201			652	81
	T	1413					815	598	11	1	620	214			726	87
07.0410	M	4						4								
FIT/ATHLET	F	8						8								
	T	12						12								
07.0603	M															
OPTOM OCCU	F	10						10								
	T	10						10								
07.0902	M	6						6								
ELECTROCAR	F	31						31								
	T	37						37								
07.0903	M	6					6				5				5	1
RESPIR THE	F	25					25				21				19	4
	T	31					31				26				24	5

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		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. ASSOC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE SWD	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
07.0904	M	11					8	3	1	3			5	1
MED ASST	F	757					255	502	12	124			185	52
	T	768					263	505	13	127			190	53
07.0906	M	3						3						
CON HEA AS	F	37						37						
	T	40						40						
07.0907	M	2280					12	2268	5	38				
BASIC ENT	F	1394						1394	2	30				
	T	3674					12	3662	7	68				
07.0912	M	3					3			2			1	1
PHARMACY A	F	23					15	8		8			11	4
	T	26					18	8		10			12	5
07.0913	M													
HLTH UNIT	F	79					9	70		4			6	3
	T	79					9	70		4			6	3
07.0917	M	1470						1470	1	4				
REFRESHER	F	447						447	2	5				
	T	1917						1917	3	9				
07.0927	M	925						925		8				
INDUST/BUS	F	187						187						
	T	1112						1112		8				
07.0937	M	42						42						
INSTRUCTOR	F	15						15						
	T	57						57						
07.0947	M	5755						5755	2	20				
ADVANCED E	F	2105						2105		25				
	T	7860						7860	2	45				
07.0957	M	26						26						
ADVANCED E	F	18						18						
	T	44						44						
07.0967	M	17						17						
ADVANCED E	F	11						11						
	T	28						28						
07.0977	M	16						16						
ADV ENT -	F	9						9						
	T	25						25						

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT PRIV. SCHOOL	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	LIMITED ENGLISH PRO. SWD	DISADVANTAGE	POST-SEC.	ENROLLMENT TOTAL (COOP)	JOB TRAINING CONPLETERS	LEAVERS
07.0907	M	49						49			2				
EMT PARAME	F	12						12							
	T	61						61			2				
07.0997	M	2656						2656		1	1				
OTHER EMT	F	2326						2326			1				
	T	4982						4982		1	2				
07.0998	M	134					5	129			4			2	2
DIVER HLTH	F	439					163	276		2	108			97	41
	T	573					168	405		2	112			99	43
07.1700	M	476						476		2	1				
HLTH SUPV	F	3637						3637		7	12				
	T	4113						4113		9	13				
07.00	M	14425					458	13967		17	2 296	14		281	92
HEALTH	F	17622					4807	12815		80	2 2676	239		3148	721
EDUCATION	T	32047					5265	26782		97	4 2972	253		3409	813

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		PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE	NON PROFIT		PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO. SWD	DISADVANTAGE		POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
09.0101	M	161						161	1							
PERS DEVEL	F	323						323			1					
	T	484						484	1		1					
09.0102	M	224						224								
PARENTING	F	618						618								
	T	842						842								
09.0103	M	6						6								
CLOTHING &	F	193						193		4						
	T	199						199		4						
09.0104	M	369						369								
CONSUMER E	F	696						696	1							
	T	1065						1065	1							
09.0105	M	34						34								
FAMILY RES	F	167						167								
	T	201						201								
09.0106	M	37						37								
FAMILY REL	F	130						130	1							
	T	167						167	1							
09.0107	M	37						37								
NUTRI & WE	F	132						132								
	T	169						169								
09.0108	M	35						35								
RESRCE MNG	F	49						49								
	T	84						84								
09.0109	M	91						91								
HOUSNG & H	F	228						228			1					
	T	319						319			1					
09.0198	M	64						64			15					
ON FAM LIF	F	34						34			15					
	T	98						98			30					
09.0199	M	729					729		29	15	415					
ON FAM LIF	F	2196					2196		48	57	524					
	T	2925					2925		77	72	939					
09.01	M	1787					729	1058	30	15	430					
WORK &	F	4766					2196	2570	50	61	541					
FAM LIF	T	6553					2925	3628	80	76	971					

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		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO. SWD	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	TRAINING LEAVERS
09.0201	M	246					4	242					2	2
EARLY CHIL	F	5332					106	5226	12	94			80	11
	T	5578					110	5468	12	94			82	13
09.0202	M	43					36	7		36			4	17
CLOTH & IN	F	201						201	1					
	T	244					36	208	1	36			4	17
09.0203	M	224					174	50	2	132	7		65	56
FOOD MGMNT	F	377					35	342	3	7	7		22	7
	T	601					209	392	5	139	14		87	63
09.0205	M	1					1							1
HOSP & FAC	F	70					34	36	2	31			20	11
	T	71					35	36	2	31			20	12
09.0295	M	1573					1569	4	38	77 467				
WORK AND F	F	3523					3508	15	90	10 940				
	T	5096					5077	19	128	87 1407				
09.0296	M	2					2			1				
GOALS	F	312					312		2	86				
	T	314					314		2	87				
09.0297	M	11						11	1					
FCS SM BUS	F	19						19						
	T	30						30	1					
09.0299	M	87					87		4	1 57				
DISPLACED	F	1236					1236		92	2 740				
	T	1323					1323		96	3 797				
09.02	M	2187					1873	314	45	78 693	7		71	76
FCS JOB	F	11070					5231	5839	202	12 1898	7		122	29
TRAINING	T	13257					7104	6153	247	90 2591	14		193	105
09.00	M	3974					2602	1372	75	93 1123	7		71	76
F.C.S.	F	15836					7427	8409	252	73 2439	7		122	29
EDUCATION	T	19810					10029	9781	327	166 3562	14		193	105

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		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO. SWD	DISAD-VANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COM-PLETERS	LEAVERS
14.0100	M	584					27	557	3	18			12	10
ACCOUNTING	F	1613					272	1341	3	3 150			138	58
	T	2197					299	1898	6	3 168			150	68
14.0200	M	3248					64	3184	4	52	1		17	29
BUS INFO S	F	5527					164	5363	8	72	15		43	72
	T	8775					228	8547	12	124	16		60	101
14.0300	M	8756					237	8519	45	2 213	5		119	57
ADMIN/OFF	F	21717					2386	19331	123	13 1699	68		1261	502
	T	30473					2623	27850	168	15 1912	73		1380	559
14.0800	M	727						727		1 1				
BUS ADM &	F	1294						1294		1				
	T	2021						2021		1 2				
14.9900	M	4980					4960	20	3	3 5				
CUST OFF S	F	8761					8746	15	7	2 47				
	T	13741					13706	35	10	5 52				
14.00	M	18295					5288	13007	55	6 289	6		148	96
BUSINESS	F	38912					11568	27344	141	18 1969	83		1442	632
EDUCATION	T	57207					16856	40351	196	24 2258	89		1590	728

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		TOTAL ENROLL-MENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. ASSOC. DEGREE	POST SEC. TOTAL	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COM-PLETERS	LEAVERS
17.0100 AIR COND &	M	1807					299	1356	152	5	1	108			169	63
	F	41					6	32	3	2		5			4	2
	T	1848					305	1388	155	7	1	113			173	65
17.0101 COOLING	M	8					8					6			4	1
	F															
	T	8					8					6			4	1
17.0102 HEATING	M	20						20				2				
	F															
	T	20						20				2				
17.0301 AUTO COLLI	M	235					35	200		1		14			13	15
	F	12						12								
	T	247					35	212		1		14			13	15
17.0302 AUTO TECHN	M	2303					442	1861		8	4	260	59		158	113
	F	171					32	139		1	2	26	1		10	11
	T	2474					474	2000		9	6	286	60		168	124
17.0304 AUTO IND S	M	784					784			1						
	F	7					7									
	T	791					791			1						
17.0400 AVIATION O	M	8						8								
	F															
	T	8						8								
17.0401 AIRCRAFT M	M	77					77					28			42	6
	F	10					10					6			7	2
	T	87					87					34			49	8
17.0403 GROUND OPE	M	8						8								
	F	2						2								
	T	10						10								
17.0600 BUS MACH M	M	104					22	82				22			7	12
	F	50					14	36				14			2	7
	T	154					36	118				36			9	19
17.0700 COMM ART O	M	64					33	31		4		33			13	12
	F	98						98								
	T	162					33	129		4		33			13	12
17.0801 MARITIME O	M	46					8	38							6	2
	F	6					1	5								1
	T	52					9	43							6	3

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17.0802	M	27						27									
MARINE MAI	F	3						3									
	T	30						30									
17.0900	M	58						58				3					
COMM PHOTO	F	62						62			1						
	T	120						120			1	3					
17.1001	M	1399					189	533	677			135		7		90	34
CARPENTRY	F	177					17	106	54			12		1		8	3
	T	1576					206	639	731			147		8		98	37
17.1002	M	4478					308	2945	1225	8	1	164				108	54
ELECT TRAD	F	293					16	214	63	1		13				8	2
	T	4771					324	3159	1288	9	1	177				116	56
17.1003	M	366						357	9			1					
HEAVY EQUI	F	87						86	1								
	T	453						443	10			1					
17.1004	M	429					137	129	163		1	133				46	50
MASONRY	F	14					2	6	6			2				1	1
	T	443					139	135	169		1	135				47	51
17.1005	M	117						47	70								
PAINT & DE	F	113						103	10								
	T	230						150	80								
17.1006	M	66						23	43								
PLAST & DR	F	6						4	2								
	T	72						27	45								
17.1007	M	1278						602	676			3					
PLMBG & PI	F	72						35	37	2		1					
	T	1350						637	713	2		4					
17.1009	M	3						3									
GLAZING	F	6						6									
	T	9						9									
17.1010	M	102						35	67								
ROOFING	F	3							3								
	T	105						35	70								
17.1011	M	717					596	121		5	1	414				175	166
BLDG MAINT	F	105					66	39				34				22	19
	T	822					662	160		5	1	448				197	185

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		TOTAL ENROLLMENT	PROGRAM LEVEL: CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	TARGET GROUPS: LIMITED ENGLISH PRO.	DISADVANTAGE	COOPERATIVE: POST-SEC.	NON PROFIT-PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	PROGRAM: JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
17.1012	M	1249					260	878	111		46			222	25
INDUST MAI	F	123					45	77	1	1	9			32	9
	T	1372					305	955	112	1	55			254	34
17.1014	M	116							116						
ASBESTOS A	F	4							4						
	T	120							120						
17.1200	M	79						79							
DIESEL MEC	F	4						4							
	T	83						83							
17.1300	M	1232					66	1166		3	64			32	12
DRAFTING O	F	268					55	213		1	51			23	15
	T	1500					121	1379		4	115			55	27
17.1402	M	21						21			2				
POWER TRAN	F	1						1							
	T	22						22			2				
17.1403	M	54						54			1				
MOTOR REPA	F	10						10							
	T	64						64			1				
17.1503	M	1228					129	933	166	4	98			66	24
ELECTRONIC	F	147					3	144			3			1	1
	T	1375					132	1077	166	4	101			67	25
17.1504	M	32						32							
TELECOMMUN	F	107						107							
	T	139						139							
17.1700	M	2557						2557							
SUPV MGMT	F	1278						1278							
	T	3835						3835							
17.1701	M	7518					7518			1	3	58			
DIV INDUST	F	1619					1619				30	36			
	T	9137					9137			1	33	94			
17.1900	M	85					46	39				46		27	4
GRAPHIC OC	F	48						48							
	T	133					46	87				46		27	4
17.2000	M	28					6	22		6					5
CHEM LAB A	F	8					6	2		6				4	
	T	36					12	24		12				4	5

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17.2301 FOUNDRY	M	84					36 48			1			
	F												
	T	84					36 48			1			
17.2302 PRECISION	M	3053				483	2141 629	16	10	168		207	51
	F	392				104	285 3	2	4	61		53	13
	T	3445				587	2426 632	18	14	229		260	64
17.2303 MACH TOOL	M	58					58						
	F	2					2						
	T	60					60						
17.2304 HEAVY META	M	125					64 61			2			
	F	10					9 1						
	T	135					73 62			2			
17.2305 SHEET META	M	548				20	300 228					20	
	F	54				1	44 9					1	
	T	602				21	344 237					21	
17.2306 WELDING &	M	2066				237	1758 71	4		131		85	104
	F	106				21	85			20		8	6
	T	2172				258	1843 71	4		151		93	110
17.2307 TOOL & DIE	M	937				27	360 550			2		14	13
	F	66				1	53 12					1	
	T	1003				28	413 562			2		15	13
17.2310 IRON WORKE	M	344					93 251						
	F	19					9 10						
	T	363					102 261						
17.2400 METALLURGY	M	39					39						
	F												
	T	39					39						
17.2601 BARBERING	M	35				35				30		8	9
	F	11				11				8		2	5
	T	46				46				38		10	14
17.2602 COSMETOLOG	M	11				9	2			2		4	4
	F	217				121	96			84		30	34
	T	228				130	98			86		34	38
17.2700 PLASTICS O	M	48					48						
	F	5					5						
	T	53					53						

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17.2801	M	603						603							
BASIC FIRE	F	52						52							
	T	655						655							
17.2802	M	375					187	188			28			177	3
BASIC LAW	F	75					31	44		1	8			29	2
	T	450					218	232		1	36			206	4
17.2804	M	71						71							
SCH BUS DR	F	98						98							
	T	169						169							
17.2805	M	201						201							
BAS FIRE S	F	22						22							
	T	223						223							
17.2806	M	2026						2026		4	18				
BASIC VOLU	F	287						287			3				
	T	2313						2313		4	21				
17.2807	M	722						722							
FIRE FIGHT	F	97						97							
	T	819						819							
17.2809	M	156						156							
FIREFIGHTE	F	12						12							
	T	168						168							
17.2811	M	317						317							
REF FIREFI	F	16						16							
	T	333						333							
17.2814	M	294					113	181		1	81			107	6
TRUCK DRIV	F	92					12	80			9			11	1
	T	386					125	261		1	90			118	7
17.2815	M	24						24							
REF FIRE S	F														
	T	24						24							
17.2816	M	1570						1570							
IN-SVC VOL	F	93						93							
	T	1663						1663							
17.2817	M	211						211							
IN-SVC FF	F	36						36							
	T	247						247							

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17.2826	M	1690						1690							
IND/BUS SA	F	118						118							
	T	1808						1808							
17.2831	M	76						76							
INSTR FF	F	6						6							
	T	82						82							
17.2832	M	65						65							
INST LAW E	F	4						4							
	T	69						69							
17.2891	M	700						700							
OTHER FF	F	20						20							
	T	720						720							
17.2892	M	523					53	470						52	1
OTHER LAW	F	81					8	73						6	1
	T	604					61	543						58	2
17.2896	M	1528						1528			13				
OTHER VOL	F	165						165			4				
	T	1693						1693			17				
17.3000	M	160						125	35						
REFRIGERAT	F	3						3							
	T	163						128	35						
17.3100	M	228					48	180			48			23	11
POW EQUIP	F	14						14							
	T	242					48	194			48			23	11
17.3201	M	200						200			11				
EL PWR & G	F	19						19			1				
	T	219						219			12				
17.3202	M	868						621	247		3				
PUMPING PL	F	52						40	12						
	T	920						661	259		3				
17.3203	M	450						450		2					
HYDRAULIC	F	14						14							
	T	464						464		2					
17.3500	M	61					38	23			38			17	6
UPHOLSTERI	F	92						92							
	T	153					38	115			38			17	6

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COMPOSITE ADULT

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		TOTAL ENROLLMENT	PROGRAM LEVEL: CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	APPREN.	TARGET GROUPS: LIMITED ENGLISH PRO.	DISADVANTAGE	COOPERATIVE POST-SEC.	NON PROFIT PRIV. SCHOOL ENROLLMENT TOTAL	NON PROFIT (COOP)	PROGRAM JOB TRAINING CONCENTRATORS	PROGRAM TRAINING LEAVERS
17.3601	M	59					59								
MILLWRK &	F	9					9			1					
	T	68					68			1					
17.9901	M	287				111	162	12	1	82				53	25
OTHER T &	F	37				4	32	1		1				4	
	T	324				117	194	13	1	83				57	25
17.9911	M														
ORIEN WORK	F	326				270	56		13	225					
	T	326				270	56		13	225					
17.9960	M	56				23	33		9	15		7		12	1
DIV COOP T	F	48				6	42		6			4		5	
	T	104				29	75		15	15		11		17	1
17.9961	M	97					97			12	*				
PROD ASSOC	F	76					76			1 26					
	T	173					173			1 38					
17.00	M	49669				12349	31913	5407	81	23 2326		73		1957	831
T & I	F	7809				2489	5088	232	36	38 663		6		272	135
EDUCATION	T	57478				14838	37001	5639	117	61 2989		79		2229	966

STATE OF OHIO
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11 18, 1996

			PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.		LIMITED ENGLISH PRO.	DISADVANTAGE		POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING CONPLETERS	LEAVERS
99.0313 TRANSITION EDUCATION	M	2000					1982	18		71	14	1368				
	F	4823					4789	34		153	73	3277				
	T	6823					6771	52		224	87	4645				
99.00 TRANSITION EDUCATION	M	2000					1982	18		71	14	1368				
	F	4823					4789	34		153	73	3277				
	T	6823					6771	52		224	87	4645				

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COMPOSITE ADULT

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		PROGRAM LEVEL								TARGET GROUPS			COOPERATIVE	NON PROFIT PRIV. SCHOOL	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE	SWD	POST-SEC.	ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
STATE TOTAL	M	99523					27562	66554	5407	374	144	5632	114		3251	1135
	F	95032					35511	59289	232	690	212	11230	347		5709	1531
	T	194555					63073	125843	5639	1064	356	16862	461		8960	2666

Appendix C

TOTAL OCCUPATIONALLY SPECIFIC ASSOCIATE DEGREE ENROLLMENTS IN OHIO PUBLIC HIGHER EDUCATION INSTITUTIONS IN FY96

Because postsecondary IPEDS data is only produced on a bi-annual basis, this data is the same as last years information. This appendix provides a summary of Fall 1995 enrollments in occupationally specific associate degree programs in Ohio public colleges and universities as reported through the Integrated Postsecondary Education Data System (IPEDS). The universe of possible respondents is listed below.

Sincere appreciation is extended to Mark Schaff, Director of the Ohio Occupational Information Coordinating Committee, who serves as the state IPEDS coordinator, and Thomas Bream, Program Analyst of the Ohio Department of Education, for their work in creating this table.

Part one of this section is a summary of total enrollments by institution. The second part is an analysis of enrollments by individual program.

Belmont Technical College
Bowling Green State -Firelands
Bowling Green/main
Central Ohio Technical College
Cincinnati Technical College
Clark State Community College
Columbus State College
Cuyahoga Community College
Edison State Community College
Hocking Technical College
Jefferson Technical College
Kent State - Ashtabula
Kent State - East Liverpool
Kent State - Geauga Campus
Kent State - Salem
Kent State - Trumbull
Kent State - Tuscarawas
Lakeland Community College
Lima Technical College
Lorain County Community College
Marion Technical College
Miami - Hamilton
Miami - Middletown
Muskingum Area Technical College
North Central Technical College
Northwest State Community College
Ohio State University - ATI
Ohio University - Chillicothe
Ohio University - Eastern
Ohio University - Lancaster
Ohio University - Southern
Ohio University - Zanesville
Ohio University - Main Campus
Owens Community College
Owens Tech South
Rio Grande Community College
Shawnee State University
Sinclair Community College
Southern State Community College
Stark Technical College
Terra Technical College
University of Akron (main campus)
University of Akron - Wayne
University of Cincinnati
University of Cincinnati - Clermont
University of Cincinnati - Walters
University of Toledo (Com-Tech)
Washington State Community College
Wright State University - Western branch
Youngstown State University

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OCCUPATIONLLY SPECIFIC FALL ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS
TOTALS — FY 1996 - DTR REPORT - IPEDS_OCC_SCHOOL

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
BELMONT TECHNICAL COLLEGE	M	653	7	1	0	1	643	0	1
201283	F	1035	15	2	0	2	1016	0	0
	T	1688	22	3	0	3	1659	0	1
CENTRAL OHIO TECHNICAL COLLEGE	M	484	9	3	6	4	462	0	0
201672	F	857	17	3	4	9	824	0	0
	T	1341	26	6	10	13	1286	0	0
CINCINNATI CLERMONT GENERAL AND TEC	M	224	0	1	0	0	223	0	0
201946	F	382	4	3	2	3	370	0	0
	T	606	4	4	2	3	593	0	0
CLARK TECHNICAL COLLEGE	M	506	29	3	3	3	461	0	7
201973	F	1370	109	4	9	3	1223	0	22
	T	1876	138	7	12	6	1684	0	29
COLUMBUS STATE COMMUNITY COLLEGE (C	M	4096	531	15	108	52	3252	34	104
202222	F	6426	1213	24	128	70	4777	70	144
	T	10522	1744	39	236	122	8029	104	248
EDISON STATE COMMUNITY COLLEGE	M	309	6	1	5	0	297	0	0
202648	F	882	9	6	4	3	860	0	0
	T	1191	15	7	9	3	1157	0	0
HOCKING TECHNICAL COLLEGE	M	3278	229	19	9	14	2153	6	848
203155	F	2477	64	6	18	19	2141	9	220
	T	5755	293	25	27	33	4294	15	1068
JEFFERSON TECHNICAL COLLEGE	M	361	15	0	0	0	346	0	0
203331	F	501	41	0	0	0	460	0	0
	T	862	56	0	0	0	806	0	0
LAKELAND COMMUNITY COLLEGE	M	1765	47	9	20	4	1679	2	4
203599	F	3143	123	21	16	6	2958	8	11
	T	4908	170	30	36	10	4637	10	15
LIMA TECHNICAL COLLEGE	M	629	34	1	4	7	577	0	6
203678	F	1170	81	5	1	16	1050	2	15
	T	1799	115	6	5	23	1627	2	21
MARION TECHNICAL COLLEGE	M	503	51	2	4	10	436	0	0
203881	F	1161	19	3	9	9	1121	0	0
	T	1664	70	5	13	19	1557	0	0
MIAMI UNIVERSITY HAMILTON CAMPUS	M	98	2	0	1	0	94	0	1
204006	F	234	13	1	2	3	213	0	2
	T	332	15	1	3	3	307	0	3
MIAMI UNIVERSITY MIDDLETOWN CAMPUS	M	113	3	0	0	0	110	0	0
204015	F	288	15	0	4	1	266	0	2
	T	401	18	0	4	1	376	0	2

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
MUSKINGUM AREA TECHNICAL COLLEGE	M	512	15	4	1	1	491	0	0
204255	F	1095	37	10	2	5	1041	0	0
	T	1607	52	14	3	6	1532	0	0
NORTH CENTRAL TECHNICAL COLLEGE	M	821	40	3	10	6	754	0	8
204422	F	1775	110	8	9	17	1612	0	19
	T	2596	150	11	19	23	2366	0	27
NORTHWEST TECHNICAL COLLEGE	M	615	5	4	3	36	567	0	0
204440	F	1170	4	7	2	58	1099	0	0
	T	1785	9	11	5	94	1666	0	0
OHIO STATE UNIVERSITY AGRICULTURE T	M	532	12	0	0	4	491	2	3
204662	F	180	1	0	0	1	176	0	2
	T	712	13	0	0	5	667	2	5
OHIO UNIVERSITY CHILLICOTHE BRANCH	M	60	2	1	0	0	57	0	0
204820	F	142	3	0	1	1	137	0	0
	T	202	5	1	1	1	194	0	0
OHIO UNIVERSITY EASTERN CAMPUS	M	2	0	0	0	0	2	0	0
204802	F	3	0	0	0	0	3	0	0
	T	5	0	0	0	0	5	0	0
OHIO UNIVERSITY LANCASTER BRANCH	M	66	0	0	0	0	66	0	0
204848	F	111	0	0	0	0	111	0	0
	T	177	0	0	0	0	177	0	0
OHIO UNIVERSITY MAIN CAMPUS	M	96	1	0	0	0	83	12	0
204857	F	72	4	0	0	0	53	15	0
	T	168	5	0	0	0	136	27	0
OHIO UNIVERSITY SOUTHERN BRANCH	M	19	2	1	0	0	16	0	0
204839	F	62	1	1	0	0	60	0	0
	T	81	3	2	0	0	76	0	0
OHIO UNIVERSITY ZANESVILLE BRANCH	M	55	0	0	0	1	54	0	0
204866	F	255	2	3	1	1	246	2	0
	T	310	2	3	1	2	300	2	0
OWENS COMMUNITY COLLEGE	M	4169	312	17	27	158	3651	4	0
204945	F	2688	228	10	13	95	2338	4	0
	T	6857	540	27	40	253	5989	8	0
RIO GRANDE COLLEGE	M	132	1	0	0	0	78	1	52
205203	F	318	5	0	0	0	231	1	81
	T	450	6	0	0	0	309	2	133
SHAWNEE STATE UNIVERSITY	M	423	10	5	2	0	391	0	15
205443	F	937	17	15	1	5	887	0	12
	T	1360	27	20	3	5	1278	0	27

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OCCUPATIONLLY SPECIFIC FALL ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS
TOTALS — FY 1996 - DTR REPORT - IPEDS_OCC_SCHOOL

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
SINCLAIR COMMUNITY COLLEGE	M	3854	499	16	123	26	3188	2	0
205470	F	5201	981	17	138	43	4021	1	0
	T	9055	1480	33	261	69	7209	3	0
SOUTHERN STATE COMMUNITY COLLEGE	M	108	0	1	0	0	106	1	0
205966	F	432	3	3	0	0	426	0	0
	T	540	3	4	0	0	532	1	0
STARK TECHNICAL COLLEGE	M	1156	46	10	2	4	1083	0	11
205841	F	1859	180	11	9	3	1646	0	10
	T	3015	226	21	11	7	2729	0	21
UNIVERSITY OF AKRON MAIN CAMPUS	M	1618	155	15	16	11	1370	8	43
200800	F	1854	377	20	15	11	1369	3	59
	T	3472	532	35	31	22	2739	11	102
UNIVERSITY OF AKRON WAYNE GENERAL-T	M	114	1	2	2	0	106	0	3
200846	F	225	4	4	1	0	213	0	3
	T	339	5	6	3	0	319	0	6
UNIVERSITY OF CINCINNATI MAIN CAMPU	M	698	92	4	13	8	578	3	0
201885	F	675	201	9	8	3	452	2	0
	T	1373	293	13	21	11	1030	5	0
UNIVERSITY OF CINCINNATI RAYMOND WA	M	332	28	1	5	1	295	1	1
201955	F	908	92	2	12	6	793	3	0
	T	1240	120	3	17	7	1088	4	1
UNIVERSITY OF TOLEDO	M	1303	178	20	12	37	860	23	173
206084	F	1987	580	36	15	67	1156	8	125
	T	3290	758	56	27	104	2016	31	298
WASHINGTON TECHNICAL COLLEGE	M	259	1	0	2	0	255	1	0
206446	F	422	3	2	2	2	408	0	5
	T	681	4	2	4	2	663	1	5
YOUNGSTOWN STATE UNIVERSITY	M	582	39	0	5	3	526	9	0
206695	F	786	96	3	1	12	667	7	0
	T	1368	135	3	6	15	1193	16	0

TOTALS

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
REPORT TOTALS - record count is 36									
	M	30545	2422	159	383	391	25801	109	1280
	F	43083	4652	239	427	474	36424	135	732
	T	73628	7074	398	810	865	62225	244	2012

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FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
01.0101	M	74	0	0	0	0	72	0	2
AGRICULTURAL BUSINESS AND MANAGEMENT, G	F	38	0	0	0	0	38	0	0
	T	112	0	0	0	0	110	0	2
01.0201	M	47	0	0	0	0	47	0	0
AGRICULTURAL MECHANICS, GENERAL	F	1	0	0	0	0	1	0	0
	T	48	0	0	0	0	48	0	0
01.0204	M	19	0	0	0	0	19	0	0
AGRICULTURAL POWER MACHINERY	F	0	0	0	0	0	0	0	0
	T	19	0	0	0	0	19	0	0
01.0301	M	8	0	0	0	0	8	0	0
AGRICULTURAL PRODUCTION, GENERAL	F	2	0	0	0	0	2	0	0
	T	10	0	0	0	0	10	0	0
01.0302	M	52	0	0	0	0	52	0	0
ANIMAL PRODUCTION	F	55	0	0	0	0	54	0	1
	T	107	0	0	0	0	106	0	1
01.0304	M	41	0	0	0	1	39	0	1
CROP PRODUCTION	F	4	0	0	0	0	4	0	0
	T	45	0	0	0	1	43	0	1
01.0601	M	8	0	0	0	0	8	0	0
HORTICULTURE, GENERAL	F	8	0	0	0	0	8	0	0
	T	16	0	0	0	0	16	0	0
01.0603	M	0	0	0	0	0	0	0	0
ORNAMENTAL HORTICULTURE	F	26	0	0	0	0	26	0	0
	T	26	0	0	0	0	26	0	0
01.0604	M	101	29	0	0	3	67	2	0
GREENHOUSE OPERATION AND MANAGEMENT	F	20	0	0	0	0	20	0	0
	T	121	29	0	0	3	87	2	0
01.0605	M	108	3	0	0	1	104	0	0
LANDSCAPING	F	24	0	0	0	1	21	0	2
	T	132	3	0	0	2	125	0	2
01.0606	M	8	0	0	0	0	8	0	0
NURSERY OPERATION AND MANAGEMENT	F	10	0	0	0	0	10	0	0
	T	18	0	0	0	0	18	0	0
01.0607	M	207	0	0	0	0	207	0	0
TURF MANAGEMENT	F	19	0	0	0	1	18	0	0
	T	226	0	0	0	1	225	0	0
01.0000	M	673	32	0	0	5	631	2	3
SERVICE TOTAL	F	207	0	0	0	2	202	0	3
	T	880	32	0	0	7	833	2	6

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OCCUPATIONLLY SPECIFIC FALL ENROLLMENT BY CIP CODE

FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
02.9999	M	6	0	0	0	0	6	0	0
AGRICULTURAL SCIENCES, OTHER	F	18	0	0	0	0	18	0	0
	T	24	0	0	0	0	24	0	0
02.0000	M	6	0	0	0	0	6	0	0
SERVICE TOTAL	F	18	0	0	0	0	18	0	0
	T	24	0	0	0	0	24	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
03.0404	M	92	0	0	0	0	61	0	31
FORRST PRODUCTS PROCESSING TECHNOLOGY	F	19	0	0	0	0	16	0	3
	T	111	0	0	0	0	77	0	34
03.0405	M	78	6	1	0	0	19	0	52
LOGGING	F	2	0	0	0	0	2	0	0
	T	80	6	1	0	0	21	0	52
03.0601	M	675	5	7	0	1	489	0	173
WILDLIFE MANAGEMENT	F	146	0	0	2	2	102	0	40
	T	821	5	7	2	3	591	0	213
03.0000	M	845	11	8	0	1	569	0	256
SERVICE TOTAL	F	167	0	0	2	2	120	0	43
	T	1012	11	8	2	3	689	0	299

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
08.0102	M	3	1	0	0	0	2	0	0
FASHION MERCHANDISING	F	60	9	0	3	4	43	0	1
	T	63	10	0	3	4	45	0	1
08.0601	M	2	0	0	0	0	2	0	0
FOOD MARKETING, GENERAL	F	1	0	0	0	0	1	0	0
	T	3	0	0	0	0	3	0	0
08.0704	M	2	0	0	0	0	2	0	0
PURCHASING	F	5	1	0	0	0	4	0	0
	T	7	1	0	0	0	6	0	0
08.0705	M	34	3	0	0	0	30	0	1
RETAILING	F	123	14	0	1	1	106	0	1
	T	157	17	0	1	1	136	0	2
08.0706	M	118	9	0	0	3	104	0	2
SALES	F	108	15	1	2	3	85	0	2
	T	226	24	1	2	6	189	0	4
08.0708	M	8	0	0	0	0	8	0	0
MARKETING, GENERAL	F	19	0	0	0	0	19	0	0
	T	27	0	0	0	0	27	0	0
08.0799	M	3	0	0	0	0	3	0	0
GENERAL MARKETING, OTHER	F	1	0	0	0	0	1	0	0
	T	4	0	0	0	0	4	0	0
08.0901	M	0	0	0	0	0	0	0	0
HOSPITALITY AND RECREATION MARKETING, G	F	3	0	0	1	0	1	0	1
	T	3	0	0	1	0	1	0	1
08.1104	M	13	0	0	3	0	7	0	3
TOURISM	F	43	1	1	3	1	31	0	6
	T	56	1	1	6	1	38	0	9
08.1105	M	17	0	0	0	0	17	0	0
TRAVEL SERVICES MARKETING	F	130	11	0	2	3	114	0	0
	T	147	11	0	2	3	131	0	0
08.9999	M	19	0	0	0	0	18	0	1
MARKETING AND DISTRIBUTION, OTHER	F	32	6	0	0	0	25	0	1
	T	51	6	0	0	0	43	0	2
08.0000	M	219	13	0	3	3	193	0	7
SERVICE TOTAL	F	525	57	2	12	12	430	0	12
	T	744	70	2	15	15	623	0	19

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FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
10.0104	M	12	0	0	0	0	12	0	0
RADIO AND TELEVISION PRODUCTION AND BRO	F	5	0	0	1	0	4	0	0
	T	17	0	0	1	0	16	0	0
10.0199	M	26	1	0	2	0	23	0	0
COMMUNICATION TECHNOLOGIES, OTHER	F	47	14	0	1	0	31	0	1
	T	73	15	0	3	0	54	0	1
10.0000	M	38	1	0	2	0	35	0	0
SERVICE TOTAL	F	52	14	0	2	0	35	0	1
	T	90	15	0	4	0	70	0	1

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OCCUPATIONLLY SPECIFIC FALL ENROLLMENT BY CIP CODE

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
11.0101	M	71	10	1	1	0	59	0	0
COMPUTER AND INFORMATION SCIENCES, GENE	F	151	45	0	5	3	95	1	2
	T	222	55	1	6	3	154	1	2
11.0201	M	855	104	8	26	12	677	11	17
COMPUTER PROGRAMMING	F	828	132	3	24	11	628	21	9
	T	1683	236	11	50	23	1305	32	26
11.0301	M	181	6	0	1	0	170	0	4
DATA PROCESSING	F	188	24	3	1	0	157	0	3
	T	369	30	3	2	0	327	0	7
11.0501	M	92	14	3	2	0	71	0	2
SYSTEMS ANALYSIS	F	69	19	1	1	1	44	1	2
	T	161	33	4	3	1	115	1	4
11.0701	M	30	0	0	0	0	30	0	0
COMPUTER SCIENCE	F	71	2	0	0	1	68	0	0
	T	101	2	0	0	1	98	0	0
11.9999	M	556	79	2	26	3	446	0	0
COMPUTER AND INFORMATION SCIENCES, OTHE	F	643	148	1	45	6	443	0	0
	T	1199	227	3	71	9	889	0	0
11.0000	M	1785	213	14	56	15	1453	11	23
SERVICE TOTAL	F	1950	370	8	76	22	1435	23	16
	T	3735	583	22	132	37	2888	34	39

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
12.0503	M	42	3	1	2	0	36	0	0
CULINARY ARTS/CHEF TRAINING	F	37	7	2	0	0	28	0	0
	T	79	10	3	2	0	64	0	0
12.0504	M	2	0	0	0	0	2	0	0
FOOD & BEVERAGE/RESTAURANT OPER. MANAGE	F	3	0	0	0	0	3	0	0
	T	5	0	0	0	0	5	0	0
12.0505	M	596	105	3	0	3	203	0	282
KITCHEN PERSONNEL/COOK AND ASSISTANT TR	F	28	2	0	1	0	21	0	4
	T	624	107	3	1	3	224	0	286
12.0599	M	0	0	0	0	0	0	0	0
CULINERY ARTS AND RELATED SERVICES, OTH	F	2	2	0	0	0	0	0	0
	T	2	2	0	0	0	0	0	0
12.0000	M	640	108	4	2	3	241	0	282
SERVICE TOTAL	F	70	11	2	1	0	52	0	4
	T	710	119	6	3	3	293	0	286

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
13.0101	M	0	0	0	0	0	0	0	0
EDUCATION, GENERAL	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1202	M	0	0	0	0	0	0	0	0
ELEMENTARY EDUCATION	F	5	0	0	0	0	5	0	0
	T	5	0	0	0	0	5	0	0
13.1204	M	22	4	0	0	0	17	0	1
PRE-ELEMENTARY EDUCATION	F	564	97	2	7	2	443	0	13
	T	586	101	2	7	2	460	0	14
13.1319	M	0	0	0	0	0	0	0	0
TECHNICAL EDUCATION	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1501	M	0	0	0	0	0	0	0	0
TEACHER ASSISTING	F	9	1	0	0	0	8	0	0
	T	9	1	0	0	0	8	0	0
13.9999	M	6	0	0	0	0	5	0	1
EDUCATION, OTHER	F	83	16	0	1	0	63	0	3
	T	89	16	0	1	0	68	0	4
13.0000	M	28	4	0	0	0	22	0	2
SERVICE TOTAL	F	663	114	2	8	2	521	0	16
	T	691	118	2	8	2	543	0	18

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
14.0101	M	1	0	0	0	0	1	0	0
ENGINEERING, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
14.1001	M	88	0	0	0	1	87	0	0
ELECTRICAL, ELECTRONICS, AND COMMUNICAT	F	5	0	0	0	0	5	0	0
	T	93	0	0	0	1	92	0	0
14.1701	M	12	1	0	1	1	9	0	0
INDUSTRIAL ENGINEERING	F	5	0	0	0	0	5	0	0
	T	17	1	0	1	1	14	0	0
14.1901	M	158	0	0	3	4	150	0	1
MECHANICAL ENGINEERING	F	17	1	0	0	0	16	0	0
	T	175	1	0	3	4	166	0	1
14.0000	M	259	1	0	4	6	247	0	1
SERVICE TOTAL	F	27	1	0	0	0	26	0	0
	T	286	2	0	4	6	273	0	1

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
15.0101	M	595	39	3	7	6	534	2	4
ARCHITECTURAL DESIGN AND CONSTRUCTION T	F	187	19	1	4	5	157	0	1
	T	782	58	4	11	11	691	2	5
15.0201	M	511	20	2	2	4	472	3	8
CIVIL TECHNOLOGY	F	143	9	1	0	0	133	0	0
	T	654	29	3	2	4	605	3	8
15.0301	M	111	10	0	2	0	99	0	0
COMPUTER TECHNOLOGY	F	29	4	0	0	1	24	0	0
	T	140	14	0	2	1	123	0	0
15.0303	M	1917	139	12	34	20	1677	18	17
ELETRONIC TECHNOLOGY	F	213	40	1	7	3	159	2	1
	T	2130	179	13	41	23	1836	20	18
15.0399	M	167	3	0	0	0	151	1	12
ELECTRICAL AND ELECTRONIC TECHNOLOGIES,	F	18	0	0	0	0	14	0	4
	T	185	3	0	0	0	165	1	16
15.0401	M	73	4	0	0	0	69	0	0
BIOMEDICAL EQUIPMENT TECHNOLOGY	F	14	0	0	0	0	14	0	0
	T	87	4	0	0	0	83	0	0
15.0402	M	49	5	0	1	1	42	0	0
COMPUTER SERVICING TECHNOLOGY	F	48	8	0	0	1	38	1	0
	T	97	13	0	1	2	80	1	0
15.0403	M	393	25	0	5	2	357	1	3
ELECTROMECHANICAL TECHNOLOGY	F	35	9	0	1	0	25	0	0
	T	428	34	0	6	2	382	1	3
15.0404	M	37	0	1	0	0	36	0	0
INSTRUMENTATION TECHNOLOGY	F	3	0	0	0	0	3	0	0
	T	40	0	1	0	0	39	0	0
15.0405	M	5	0	0	0	0	5	0	0
ROBOTICS TECHNOLOGY	F	1	0	0	0	0	1	0	0
	T	6	0	0	0	0	6	0	0
15.0499	M	84	2	2	0	0	78	0	2
ELECTROMECHANICAL INSTRUMENTATION AND M	F	9	1	0	1	0	7	0	0
	T	93	3	2	1	0	85	0	2
15.0501	M	152	9	0	2	1	135	0	5
AIR CONDITIONING, HEATING, AND REFRIGER	F	3	1	0	0	0	2	0	0
	T	155	10	0	2	1	137	0	5

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
15.0507	M	19	0	0	0	0	18	0	1
ENVIRONMENTAL AND POLLUTION CONTROL	F	9	1	0	0	0	8	0	0
	T	28	1	0	0	0	26	0	1
15.0599	M	37	0	0	0	0	37	0	0
ENVIRONMENTAL CONTROL TECHNOLOGIES, OTH	F	13	0	0	0	0	13	0	0
	T	50	0	0	0	0	50	0	0
15.0603	M	335	7	1	2	2	320	0	3
INDUSTRIAL TECHNOLOGY	F	51	3	2	0	0	46	0	0
	T	386	10	3	2	2	366	0	3
15.0607	M	48	1	0	0	0	45	0	2
PLASTIC TECHNOLOGY	F	10	0	0	0	0	10	0	0
	T	58	1	0	0	0	55	0	2
15.0699	M	222	14	2	6	0	200	0	0
INDUSTRIAL PRODUCTION TECHNOLOGIES, OTH	F	35	6	0	0	0	29	0	0
	T	257	20	2	6	0	229	0	0
15.0702	M	155	12	1	0	1	138	1	2
QUALITY CONTROL TECHNOLOGY	F	53	4	0	0	1	46	0	2
	T	208	16	1	0	2	184	1	4
15.0801	M	96	8	0	0	1	86	0	1
AERONAUTICAL TECHNOLOGY	F	5	0	0	0	0	5	0	0
	T	101	8	0	0	1	91	0	1
15.0803	M	722	61	5	19	10	609	2	16
AUTOMOTIVE TECHNOLOGY	F	49	12	1	1	0	35	0	0
	T	771	73	6	20	10	644	2	16
15.0805	M	966	39	6	14	21	855	8	23
MECHANICAL DESIGN TECHNOLOGY	F	100	6	2	2	3	87	0	0
	T	1066	45	8	16	24	942	8	23
15.0899	M	410	25	0	5	3	377	0	0
MECHANICAL AND RELATED TECHNOLOGIES, OT	F	65	9	0	2	0	53	0	1
	T	475	34	0	7	3	430	0	1
15.0999	M	34	0	0	0	0	33	0	1
MINING AND PETROLEUM TECHNOLOGIES, OTHE	F	17	3	0	0	0	14	0	0
	T	51	3	0	0	0	47	0	1
15.1001	M	199	15	1	2	1	176	0	4
CONSTRUCTION TECHNOLOGY	F	21	5	0	0	0	15	0	1
	T	220	20	1	2	1	191	0	5

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
15.1101	M	180	9	2	0	3	39	0	127
ENGINEERING-RELATED TECHNOLOGY/TECHNICI	F	14	2	0	0	1	10	0	1
	T	194	11	2	0	4	49	0	128
15.1102	M	12	0	0	0	0	12	0	0
SURVEYING	F	1	0	0	0	0	1	0	0
	T	13	0	0	0	0	13	0	0
15.1103	M	1	0	0	0	0	1	0	0
HYDRAULIC TECHNOLOGY/TECHNICIAN	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
15.9999	M	908	33	5	17	15	780	0	58
ENGINEERING AND ENGINEERING-RELATED TEC	F	233	22	1	2	4	182	3	19
	T	1141	55	6	19	19	962	3	77
15.0000	M	8438	480	43	118	91	7381	36	289
SERVICE TOTAL	F	1379	164	9	20	19	1131	6	30
	T	9817	644	52	138	110	8512	42	319

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
19.0501	M	0	0	0	0	0	0	0	0
FOOD SCIENCES AND HUMAN NUTRITION, GENE	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
19.0503	M	17	0	0	0	0	17	0	0
DIETIETICS/HUMAN NUTRITIONAL SERVICES	F	69	3	1	1	1	63	0	0
	T	86	3	1	1	1	80	0	0
19.0704	M	0	0	0	0	0	0	0	0
FAMILY RELATIONS	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
19.0705	M	4	2	0	0	0	2	0	0
GERONTOLOGICAL SERVICES	F	51	9	1	0	0	40	0	1
	T	55	11	1	0	0	42	0	1
19.0706	M	10	2	0	0	0	8	0	0
CHILD GROWTH, CARE AND DEVELOPMENT STUD	F	428	90	0	6	3	321	2	6
	T	438	92	0	6	3	329	2	6
19.0000	M	31	4	0	0	0	27	0	0
SERVICE TOTAL	F	550	102	2	7	4	426	2	7
	T	581	106	2	7	4	453	2	7

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
20.0201	M	2	0	0	1	0	1	0	0
CHILD CARE AND GUIDANCE MANAGEMENT AND	F	90	0	1	0	5	84	0	0
	T	92	0	1	1	5	85	0	0
20.0202	M	28	5	0	0	0	23	0	0
CHILD CARE AIDE/ASSISTING	F	625	48	3	0	10	558	2	4
	T	653	53	3	0	10	581	2	4
20.0203	M	7	0	0	0	0	6	0	1
CHILD CARE MANAGEMENT	F	421	55	3	1	6	352	0	4
	T	428	55	3	1	6	358	0	5
20.0401	M	23	3	0	0	2	18	0	0
FOOD PRODUCTION, MANAGEMENT AND SERVICE	F	16	2	0	1	0	13	0	0
	T	39	5	0	1	2	31	0	0
20.0404	M	14	0	1	0	0	13	0	0
DIETETIC AIDE/ASSISTING	F	128	11	0	1	1	115	0	0
	T	142	11	1	1	1	128	0	0
20.0602	M	4	3	0	0	0	1	0	0
COMPANION TO THE AGED	F	6	1	0	0	0	5	0	0
	T	10	4	0	0	0	6	0	0
20.0000	M	78	11	1	1	2	62	0	1
SERVICE TOTAL	F	1286	117	7	3	22	1127	2	8
	T	1364	128	8	4	24	1189	2	9

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
22.0103	M	201	29	2	3	3	158	1	5
LEGAL ASSISTING	F	1658	157	9	13	15	1447	0	17
	T	1859	186	11	16	18	1605	1	22
22.0000	M	201	29	2	3	3	158	1	5
SERVICE TOTAL	F	1658	157	9	13	15	1447	0	17
	T	1859	186	11	16	18	1605	1	22

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
23.1001	M	0	0	0	0	0	0	0	0
SPEECH, DEBATE, AND FORENSICS	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
23.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
24.0101	M	20	6	0	0	0	13	0	1
LIBERAL/GENERAL STUDIES	F	25	2	1	0	0	20	0	2
	T	45	8	1	0	0	33	0	3
24.0102	M	61	0	0	0	3	58	0	0
GENERAL STUDIES	F	80	1	0	0	2	77	0	0
	T	141	1	0	0	5	135	0	0
24.0199	M	85	11	2	2	1	67	0	2
LIBERAL/GENERAL STUDIES, OTHER	F	144	32	2	1	1	98	0	10
	T	229	43	4	3	2	165	0	12
24.0000	M	166	17	2	2	4	138	0	3
SERVICE TOTAL	F	249	35	3	1	3	195	0	12
	T	415	52	5	3	7	333	0	15

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
25.0301	M	0	0	0	0	0	0	0	0
LIBRARY ASSISTING	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0
25.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
26.0301	M	1	0	0	0	0	1	0	0
BOTANY, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
26.0000	M	1	0	0	0	0	1	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
30.0801	M	0	0	0	0	0	0	0	0
MATHEMATICS AND COMPUTER SCIENCE	F	2	0	0	0	0	2	0	0
	T	2	0	0	0	0	2	0	0
30.1101	M	0	0	0	0	0	0	0	0
GERONTOLOGY	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
30.1201	M	45	0	0	0	0	45	0	0
HISTORIC PRESERVATION, CONSERVATION & A	F	20	0	0	0	0	20	0	0
	T	65	0	0	0	0	65	0	0
30.9999	M	16	1	0	0	0	15	0	0
MULTI/INTERDISCIPLINARY STUDIES, OTHER	F	41	5	0	0	0	30	0	6
	T	57	6	0	0	0	45	0	6
30.0000	M	61	1	0	0	0	60	0	0
SERVICE TOTAL	F	64	5	0	0	0	53	0	6
	T	125	6	0	0	0	113	0	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
31.0504	M	123	26	0	3	0	91	0	3
SPORT AND FITNESS ADMINISTRATION/MANAGE	F	82	7	0	1	1	68	2	3
	T	205	33	0	4	1	159	2	6
31.9999	M	36	2	1	0	0	33	0	0
PARKS AND RECREATION, OTHER	F	15	0	1	0	0	14	0	0
	T	51	2	2	0	0	47	0	0
31.0000	M	159	28	1	3	0	124	0	3
SERVICE TOTAL	F	97	7	1	1	1	82	2	3
	T	256	35	2	4	1	206	2	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
34.0199	M	3	0	0	0	0	3	0	0
HEALTH-RELATED ACTIVITIES, OTHER	F	57	2	0	0	1	54	0	0
	T	60	2	0	0	1	57	0	0
34.0000	M	3	0	0	0	0	3	0	0
SERVICE TOTAL	F	57	2	0	0	1	54	0	0
	T	60	2	0	0	1	57	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
40.0601	M	1	0	0	0	0	1	0	0
GEOLOGY	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
40.0000	M	1	0	0	0	0	1	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0

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A	CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
	41.0101	M	1	0	0	0	0	1	0	0
	BIOLOGICAL LABORATORY TECHNOLOGY	F	0	0	0	0	0	0	0	0
		T	1	0	0	0	0	1	0	0
	41.0301	M	60	7	0	3	0	47	0	3
	CHEMICAL TECHNOLOGY	F	74	17	0	5	1	51	0	0
		T	134	24	0	8	1	98	0	3
	41.0399	M	3	0	0	0	0	3	0	0
	PHYSICAL SCIENCE TECHNOLOGIES, OTHER	F	0	0	0	0	0	0	0	0
		T	3	0	0	0	0	3	0	0
	41.9999	M	58	10	0	2	0	46	0	0
	SCIENCE TECHNOLOGIES, OTHER	F	112	23	3	0	1	84	1	0
		T	170	33	3	2	1	130	1	0
	41.0000	M	122	17	0	5	0	97	0	3
	SERVICE TOTAL	F	186	40	3	5	2	135	1	0
		T	308	57	3	10	2	232	1	3

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
42.0101	M	0	0	0	0	0	0	0	0
PSYCHOLOGY, GENERAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
42.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
43.0102	M	177	39	1	1	3	127	0	6
CORRECTIONS	F	308	78	1	0	3	209	0	17
	T	485	117	2	1	6	336	0	23
43.0103	M	61	0	1	0	0	60	0	0
CRIMINAL JUSTICE ADMINISTRATION	F	29	1	0	0	0	28	0	0
	T	90	1	1	0	0	88	0	0
43.0104	M	6	0	0	0	0	6	0	0
CRIMINAL JUSTICE STUDIES	F	11	0	0	0	1	10	0	0
	T	17	0	0	0	1	16	0	0
43.0106	M	3	0	0	0	0	3	0	0
FORENSIC STUDIES	F	15	2	0	0	0	13	0	0
	T	18	2	0	0	0	16	0	0
43.0107	M	2870	241	12	16	72	2472	1	56
LAW ENFORCEMENT	F	1391	296	12	3	28	1022	1	29
	T	4261	537	24	19	100	3494	2	85
43.0109	M	29	3	0	0	1	25	0	0
SECURITY SERVICES	F	12	0	0	0	0	11	0	1
	T	41	3	0	0	1	36	0	1
43.0199	M	95	4	0	0	0	91	0	0
CRIMINAL JUSTICE, OTHER	F	68	4	0	0	0	64	0	0
	T	163	8	0	0	0	155	0	0
43.0201	M	610	45	5	1	30	525	3	1
FIRE CONTROL AND SAFETY TECHNOLOGY	F	38	4	1	0	2	31	0	0
	T	648	49	6	1	32	556	3	1
43.0203	M	7	3	0	0	1	2	0	1
FIREFIGHTING	F	4	3	0	0	0	1	0	0
	T	11	6	0	0	1	3	0	1
43.0000	M	3858	335	19	18	107	3311	4	64
SERVICE TOTAL	F	1876	388	14	3	34	1389	1	47
	T	5734	723	33	21	141	4700	5	111

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
44.0201	M	12	5	0	0	0	5	0	2
COMMUNITY SERVICES	F	53	21	0	0	0	30	0	2
	T	65	26	0	0	0	35	0	4
44.0701	M	149	22	2	0	0	123	0	2
SOCIAL WORK, GENERAL	F	1149	158	6	0	11	966	0	8
	T	1298	180	8	0	11	1089	0	10
44.9999	M	84	12	1	0	0	65	6	0
PUBLIC AFFAIRS, OTHER	F	299	53	2	0	1	226	12	5
	T	383	65	3	0	1	291	18	5
44.0000	M	245	39	3	0	0	193	6	4
SERVICE TOTAL	F	1501	232	8	0	12	1222	12	15
	T	1746	271	11	0	12	1415	18	19

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
45.0101	M	1	1	0	0	0	0	0	0
SOCIAL SCIENCES, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
45.1099	M	5	0	0	0	0	5	0	0
POLITICAL SCIENCE AND GOVERNMENT, OTHER	F	0	0	0	0	0	0	0	0
	T	5	0	0	0	0	5	0	0
45.0000	M	6	1	0	0	0	5	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	6	1	0	0	0	5	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
46.0302	M	286	10	0	3	9	264	0	0
ELECTRICIAN	F	25	2	1	0	0	22	0	0
	T	311	12	1	3	9	286	0	0
46.0401	M	395	22	4	1	16	352	0	0
BUILDING AND PROPERTY MAINTENANCE	F	28	9	0	0	1	18	0	0
	T	423	31	4	1	17	370	0	0
46.0501	M	7	2	0	0	0	5	0	0
PLUMBING, PIPEFITTING, AND STEAMFITTING	F	0	0	0	0	0	0	0	0
	T	7	2	0	0	0	5	0	0
46.0000	M	688	34	4	4	25	621	0	0
SERVICE TOTAL	F	53	11	1	0	1	40	0	0
	T	741	45	5	4	26	661	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
47.0201	M	89	0	1	0	1	87	0	0
HEATING, AIR CONDITIONING, AND REFRIGER	F	0	0	0	0	0	0	0	0
	T	89	0	1	0	1	87	0	0
47.0401	M	249	8	0	4	5	232	0	0
ELECTROMECHANICAL, HYDRAULIC, AND PNEUM	F	13	2	1	0	4	6	0	0
	T	262	10	1	4	9	238	0	0
47.0603	M	35	5	0	0	2	28	0	0
AUTOMOTIVE BODY REPAIR	F	0	0	0	0	0	0	0	0
	T	35	5	0	0	2	28	0	0
47.0604	M	24	0	0	0	0	24	0	0
AUTOMOTIVE MECHANICS	F	2	1	0	0	0	1	0	0
	T	26	1	0	0	0	25	0	0
47.0605	M	74	3	0	0	5	66	0	0
DIESEL ENGINE MECHANICS	F	0	0	0	0	0	0	0	0
	T	74	3	0	0	5	66	0	0
47.0000	M	471	16	1	4	13	437	0	0
SERVICE TOTAL	F	15	3	1	0	4	7	0	0
	T	486	19	2	4	17	444	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
48.0101	M	713	28	6	6	5	637	0	31
DRAFTING, GENERAL	F	154	5	0	2	2	136	0	9
	T	867	33	6	8	7	773	0	40
48.0105	M	30	1	0	0	0	29	0	0
MECHANICAL DRAFTING	F	11	0	0	0	0	11	0	0
	T	41	1	0	0	0	40	0	0
48.0199	M	70	5	2	0	0	63	0	0
DRAFTING, OTHER	F	16	1	2	0	0	10	0	3
	T	86	6	4	0	0	73	0	3
48.0201	M	35	2	1	0	1	30	1	0
GRAPHIC AND PRINTING COMMUNICATIONS, GE	F	66	1	0	2	1	62	0	0
	T	101	3	1	2	2	92	1	0
48.0211	M	36	0	0	0	0	36	0	0
COMPUTER TYPOGRAPHY & COMPOSITION EQUIP	F	8	0	0	1	0	7	0	0
	T	44	0	0	1	0	43	0	0
48.0507	M	255	15	0	2	3	235	0	0
TOOL AND DIE MAKING	F	15	1	0	0	0	14	0	0
	T	270	16	0	2	3	249	0	0
48.0508	M	122	5	2	2	1	112	0	0
WELDING	F	6	1	0	0	0	5	0	0
	T	128	6	2	2	1	117	0	0
48.0701	M	25	0	0	0	0	7	0	18
WOODWORKING, GENERAL	F	0	0	0	0	0	0	0	0
	T	25	0	0	0	0	7	0	18
48.0000	M	1286	56	11	10	10	1149	1	49
SERVICE TOTAL	F	276	9	2	5	3	245	0	12
	T	1562	65	13	15	13	1394	1	61

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
49.0104	M	11	1	0	0	0	10	0	0
AVIATION MANGEMENT	F	12	2	0	0	0	10	0	0
	T	23	3	0	0	0	20	0	0
49.0107	M	13	0	0	0	0	13	0	0
AIRPLANE PILOTING (PRIVATE)	F	1	0	0	0	0	1	0	0
	T	14	0	0	0	0	14	0	0
49.9999	M	39	2	0	0	1	35	0	1
TRANSPORTATION AND MATERIAL MOVING, OTH	F	39	3	1	0	0	32	0	3
	T	78	5	1	0	1	67	0	4
49.0000	M	63	3	0	0	1	58	0	1
SERVICE TOTAL	F	52	5	1	0	0	43	0	3
	T	115	8	1	0	1	101	0	4

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
50.0402	M	266	14	1	5	0	243	1	2
GRAPHIC DESIGN	F	415	18	3	9	1	382	1	1
	T	681	32	4	14	1	625	2	3
50.0406	M	12	0	0	0	0	11	0	1
COMMERCIAL PHOTOGRAPHY	F	11	0	0	0	0	11	0	0
	T	23	0	0	0	0	22	0	1
50.0502	M	5	0	0	0	0	5	0	0
TECHNICAL THEATRE/THEATRE DESIGN and ST	F	6	0	0	0	0	6	0	0
	T	11	0	0	0	0	11	0	0
50.0599	M	0	0	0	0	0	0	0	0
DRAMATIC/THEATER ARTS AND STAGECRAFT, O	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
50.0708	M	0	0	0	0	0	0	0	0
PAINTING	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
50.0000	M	283	14	1	5	0	259	1	3
SERVICE TOTAL	F	435	19	3	9	1	401	1	1
	T	718	33	4	14	1	660	2	4

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51.0205	M	26	1	1	0	0	24	0	0
SIGN LANGUAGE INTERPRETER	F	289	26	2	1	1	258	0	1
	T	315	27	3	1	1	282	0	1
51.0601	M	0	0	0	0	0	0	0	0
DENTAL ASSISTANT	F	10	0	0	0	0	10	0	0
	T	10	0	0	0	0	10	0	0
51.0602	M	12	1	0	0	1	9	1	0
DENTAL HYGIENIST	F	493	14	2	2	5	462	5	3
	T	505	15	2	2	6	471	6	3
51.0603	M	78	33	0	3	0	36	0	6
DENTAL LABORATORY TECHNICIAN	F	36	7	0	3	0	24	2	0
	T	114	40	0	6	0	60	2	6
51.0706	M	6	2	0	1	0	3	0	0
MEDICAL RECORDS ADMINISTRATION	F	100	10	0	6	3	77	1	3
	T	106	12	0	7	3	80	1	3
51.0707	M	5	0	0	0	0	5	0	0
MEDICAL RECORDS TECHNOLOGY/TECHNICIAN	F	200	15	1	0	3	166	0	15
	T	205	15	1	0	3	171	0	15
51.0708	M	1	0	0	0	0	1	0	0
MEDICAL TRANSCRIPTION	F	23	2	0	0	0	20	0	1
	T	24	2	0	0	0	21	0	1
51.0799	M	0	0	0	0	0	0	0	0
HEALTH AND MEDICAL ADMINISTRATIVE SERVI	F	7	2	0	0	0	5	0	0
	T	7	2	0	0	0	5	0	0
51.0801	M	19	2	0	0	1	15	0	1
MEDICAL ASSISTANT	F	706	81	5	2	10	586	0	22
	T	725	83	5	2	11	601	0	23
51.0803	M	40	1	0	0	0	38	0	1
OCCUPATIONAL THERAPY ASSISTANT	F	301	13	3	2	1	279	0	3
	T	341	14	3	2	1	317	0	4
51.0805	M	4	0	0	0	0	4	0	0
PHARMACY ASSISTANT	F	29	3	0	2	0	24	0	0
	T	33	3	0	2	0	28	0	0
51.0806	M	174	13	1	1	1	158	0	0
PHYSICAL THERAPY ASSISTANT	F	546	17	3	1	2	520	0	3
	T	720	30	4	2	3	678	0	3

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51.0808	M	36	4	1	0	0	30	0	1
VETERINARIAN ASSISTANT/ANIMAL HEALTH TE	F	345	5	1	3	6	328	0	2
	T	381	9	2	3	6	358	0	3
51.0901	M	13	6	0	0	0	7	0	0
CARDIOVASCULAR TECHNOLOGY/TECHNICIAN	F	63	10	1	0	2	46	0	4
	T	76	16	1	0	2	53	0	4
51.0904	M	398	9	1	1	1	358	3	25
EMERGENCY MEDICAL TECHNOLOGY/TECHNICIAN	F	186	9	3	0	2	163	0	9
	T	584	18	4	1	3	521	3	34
51.0905	M	10	0	0	0	0	9	1	0
NUCLEAR MEDICAL TECHNOLOGY/TECHNICIAN	F	5	0	0	0	0	5	0	0
	T	15	0	0	0	0	14	1	0
51.0907	M	202	9	1	4	1	187	0	0
MEDICAL RADIOLOGIC TECHNOLOGY/TECHNICIA	F	930	39	2	7	14	861	1	6
	T	1132	48	3	11	15	1048	1	6
51.0908	M	175	9	1	4	0	159	0	2
RESPIRATORY THERAPY TECHNICIAN	F	541	75	1	1	6	443	2	13
	T	716	84	2	5	6	602	2	15
51.0909	M	52	5	0	4	1	40	2	0
SURGICAL/OPERATING ROOM TECHNICIAN	F	168	21	0	2	2	142	0	1
	T	220	26	0	6	3	182	2	1
51.0910	M	1	0	0	0	0	1	0	0
DIAGNOSTIC MEDICAL SONOGRAPHY TECHNICIA	F	24	1	0	0	0	23	0	0
	T	25	1	0	0	0	24	0	0
51.0999	M	1	0	0	0	0	1	0	0
HEALTH AND MEDICAL DIAGNOSTIC AND TREAT	F	8	3	1	0	0	3	0	1
	T	9	3	1	0	0	4	0	1
51.1002	M	2	1	0	0	0	1	0	0
CYTOTECHNOLOGIST	F	3	0	0	0	0	3	0	0
	T	5	1	0	0	0	4	0	0
51.1004	M	114	5	0	5	2	100	0	2
MEDICAL LABORATORY TECHNICIAN	F	495	36	1	10	5	422	4	17
	T	609	41	1	15	7	522	4	19
51.1099	M	75	5	0	2	1	65	0	2
HEALTH AND MEDICAL LABORATORY TECHNOLOG	F	255	45	4	1	1	197	1	6
	T	330	50	4	3	2	262	1	8

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
51.1501	M	23	9	0	0	1	12	0	1
ALCOHOL/DRUG ABUSE COUNSELING	F	47	19	0	0	0	26	0	2
	T	70	28	0	0	1	38	0	3
51.1502	M	78	15	0	0	2	58	0	3
PSYCHIATRIC/MENTAL HEALTH SERVICES TECH	F	387	71	7	0	6	297	0	6
	T	465	86	7	0	8	355	0	9
51.1599	M	89	22	0	0	1	64	1	1
MENTAL HEALTH SERVICES, OTHER	F	490	134	0	0	5	340	0	11
	T	579	156	0	0	6	404	1	12
51.1601	M	735	35	2	14	8	665	3	8
NURSING (R.N.) TRAINING	F	6093	470	31	55	51	5394	19	73
	T	6828	505	33	69	59	6059	22	81
51.1613	M	49	1	0	0	1	39	0	8
PRACTICAL NURSE (L.P.N. TRAINING)	F	900	28	3	4	14	845	1	5
	T	949	29	3	4	15	884	1	13
51.1614	M	5	0	0	0	0	5	0	0
NURSING ASSISTANT/AIDE	F	8	0	0	0	0	8	0	0
	T	13	0	0	0	0	13	0	0
51.1699	M	16	0	0	0	0	16	0	0
NURSING, OTHER	F	131	0	2	0	1	128	0	0
	T	147	0	2	0	1	144	0	0
51.1802	M	2	0	0	0	0	2	0	0
OPTICAL TECHNICIAN/ASSISTANT	F	23	0	0	0	1	22	0	0
	T	25	0	0	0	1	24	0	0
51.1803	M	0	0	0	0	0	0	0	0
OPHTHALMIC MEDICAL TECHNOLOGIST	F	8	0	0	0	0	8	0	0
	T	8	0	0	0	0	8	0	0
51.2309	M	3	0	0	0	0	3	0	0
RECREATIONAL THERAPY	F	27	1	0	0	0	26	0	0
	T	30	1	0	0	0	29	0	0
51.9999	M	73	13	1	2	2	54	0	1
HEALTH PROFESSIONS AND RELATED SCIENCES	F	396	109	5	3	6	252	1	20
	T	469	122	6	5	8	306	1	21
51.0000	M	2517	201	9	41	24	2169	11	62
SERVICE TOTAL	F	14273	1266	78	105	147	12413	37	227
	T	16790	1467	87	146	171	14582	48	289

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.0101	M	1569	64	8	3	13	1384	11	86
BUSINESS, GENERAL	F	2166	106	6	6	20	1975	5	48
	T	3735	170	14	9	33	3359	16	134
52.0201	M	2250	316	15	33	27	1820	9	30
BUSINESS ADMINISTRATION AND MANAGEMENT,	F	3073	425	23	34	29	2512	9	41
	T	5323	741	38	67	56	4332	18	71
52.0202	M	5	0	0	0	0	5	0	0
PURCHASING, PROCUREMENT AND CONTRACTS,	F	8	0	0	0	1	7	0	0
	T	13	0	0	0	1	12	0	0
52.0203	M	1	0	0	0	0	1	0	0
LOGISTICS AND MATERIALS MANAGEMENT	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
52.0204	M	39	3	0	1	0	35	0	0
OFFICE SUPERVISION AND MANAGEMENT	F	337	28	1	5	7	295	0	1
	T	376	31	1	6	7	330	0	1
52.0205	M	58	1	0	0	4	53	0	0
OPERATIONS MANAGEMENT AND SUPERVISION	F	32	3	0	0	0	29	0	0
	T	90	4	0	0	4	82	0	0
52.0301	M	531	35	1	12	5	468	2	8
ACCOUTING	F	2056	131	19	21	20	1836	1	28
	T	2587	166	20	33	25	2304	3	36
52.0302	M	432	45	0	8	9	358	4	8
ACCOUNTING TECHNICIAN	F	1508	156	10	24	20	1272	8	18
	T	1940	201	10	32	29	1630	12	26
52.0401	M	28	4	0	1	0	23	0	0
ADMINISTRATIVE ASSISTANT/SECRETARIAL SC	F	1357	133	1	4	13	1150	4	52
	T	1385	137	1	5	13	1173	4	52
52.0402	M	8	2	1	1	0	2	0	2
EXECUTIVE ASSISTANT/SECRETARY	F	756	39	5	2	14	694	0	2
	T	764	41	6	3	14	696	0	4
52.0403	M	1	0	0	0	0	1	0	0
LEGAL ADMINISTRATIVE ASSISTANT/SECRETAR	F	101	9	1	0	1	86	0	4
	T	102	9	1	0	1	87	0	4
52.0404	M	3	0	0	0	0	3	0	0
MEDICAL ADMINISTRATIVE ASSISTANT/SECRET	F	232	21	0	0	0	209	0	2
	T	235	21	0	0	0	212	0	2

FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.0405	M	4	0	0	0	0	4	0	0
COURT REPORTER	F	125	5	0	1	2	116	0	1
	T	129	5	0	1	2	120	0	1
52.0407	M	21	1	0	0	0	19	0	1
INFORMATION PROCESSING/DATA ENTRY	F	64	13	1	1	2	46	0	1
	T	85	14	1	1	2	65	0	2
52.0408	M	0	0	0	0	0	0	0	0
GENERAL OFFICE/CLERICAL AND TYPING SERV	F	33	0	0	0	0	33	0	0
	T	33	0	0	0	0	33	0	0
52.0499	M	6	0	0	0	0	6	0	0
ADMINISTRATIVE AND SECRETARIAL SERVICES	F	345	83	1	5	2	253	0	1
	T	351	83	1	5	2	259	0	1
52.0701	M	20	5	0	0	1	13	0	1
ENTERPRISE MANAGEMENT AND OPERATION, GE	F	19	2	0	1	0	15	0	1
	T	39	7	0	1	1	28	0	2
52.0801	M	7	0	0	0	0	7	0	0
FINANCE, GENERAL	F	13	2	0	0	0	11	0	0
	T	20	2	0	0	0	18	0	0
52.0803	M	56	3	1	3	0	48	0	1
BANKING AND FINANCIAL SUPPORT SERVICES	F	174	20	1	1	3	148	0	1
	T	230	23	2	4	3	196	0	2
52.0806	M	1	1	0	0	0	0	0	0
INTERNATIONAL FINANCE	F	0	0	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
52.0899	M	64	6	0	2	1	54	0	1
FINANCIAL MANAGEMENT AND SERVICES, OTHE	F	107	18	1	6	0	77	0	5
	T	171	24	1	8	1	131	0	6
52.0901	M	252	39	0	6	2	199	2	4
HOSPITALITY ADMINISTRATION/MANAGEMENT	F	289	34	3	5	3	234	7	3
	T	541	73	3	11	5	433	9	7
52.0902	M	288	79	2	6	1	150	0	50
HOTEL/MOTEL AND RESTAURANT MANAGEMENT	F	214	32	1	6	6	160	1	8
	T	502	111	3	12	7	310	1	58
52.0903	M	24	0	0	1	1	20	0	0
TRAVEL-TOURISM MANAGEMENT	F	139	4	1	3	0	129	1	1
	T	161	4	1	4	1	149	1	1

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FY 1996 - DTR REPORT - IPEDS_OCC_CIP

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
52.1001	M	1	1	0	0	0	0	0	0
HUMAN RESOURCES MANAGEMENT	F	12	3	0	0	0	9	0	0
	T	13	4	0	0	0	9	0	0
52.1002	M	46	7	0	1	0	37	0	1
LABOR/PERSONNEL RELATIONS AND STUDIES	F	45	8	0	1	0	36	0	0
	T	91	15	0	2	0	73	0	1
52.1201	M	433	16	1	3	1	405	4	3
MANAGEMENT INFORMATION SYSTEMS AND BUSI	F	483	41	3	2	0	431	3	3
	T	916	57	4	5	1	836	7	6
52.1202	M	337	21	1	2	5	289	1	18
BUSINESS COMPUTER PROGRAMMING/PROGRAMMER	F	462	30	0	3	13	392	2	22
	T	799	51	1	5	18	681	3	40
52.1204	M	1	0	0	0	0	1	0	0
BUSINESS SYSTEMS NETWORKING AND TELECOM	F	5	0	0	0	0	5	0	0
	T	6	0	0	0	0	6	0	0
52.1205	M	306	49	2	15	4	236	0	0
BUSINESS COMPUTER FACILITIES OPERATOR	F	316	92	2	17	3	202	0	0
	T	622	141	4	32	7	438	0	0
52.1299	M	21	0	0	0	2	19	0	0
BUSINESS INFORMATION AND DATA PROCESSIN	F	51	2	0	1	1	47	0	0
	T	72	2	0	1	3	66	0	0
52.1401	M	160	22	1	0	1	134	1	1
BUSINESS MARKETING AND MARKETING MANAGE	F	259	42	0	5	4	202	5	1
	T	419	64	1	5	5	336	6	2
52.1501	M	125	22	1	2	1	97	0	2
REAL ESTATE	F	153	22	0	0	1	126	0	4
	T	278	44	1	2	2	223	0	6
52.9999	M	278	11	2	2	0	259	2	2
BUSINESS MANAGEMENT AND ADMINISTRATIVE	F	452	17	3	0	0	429	2	1
	T	730	28	5	2	0	688	4	3
52.0000	M	7374	753	36	102	78	6150	36	219
SERVICE TOTAL	F	15386	1521	83	154	165	13166	48	249
	T	22760	2274	119	256	243	19316	84	468

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
REPORT TOTALS - record count is 816									
	M	30545	2422	159	383	391	25801	109	1280
	F	43083	4652	239	427	474	36424	135	732
	T	73628	7074	398	810	865	62225	244	2012

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Appendix D

CLOSING REPORT OF SECONDARY ENROLLMENTS IN VOCATIONAL EDUCATION STATE FUNDED ACADEMIC COURSES IN FY96

This appendix provides a detailed report of the academic classes funded as integral components of secondary vocational education units during the 1995-1996 school year.

STATE OF OHIO
DEPARTMENT OF EDUCATION
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EXEC-VEDS-ACAD

SUMMARY

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	DISAD-
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	PRO.	VANTAGE
03.0000	M	260	10	250	234			26			20		67
BUSINESS	F	1,523	63	1,460	1,381			142			68		487
ENGLISH ED	T	1,783	73	1,710	1,615			168			88		554
05.0000	M	12,188	4,212	7,976	7,790	11		359	2,521	1,507	1,860	36	6,945
ENGLISH	F	8,395	2,089	6,306	5,342	6		632	1,562	853	752	18	4,355
EDUCATION	T	20,583	6,301	14,282	13,132	17		991	4,083	2,360	2,612	54	11,300
11.0000	M	15,251	5,141	10,110	11,374	11	16	65	3,133	652	2,378	16	7,708
MATH	F	8,772	2,560	6,212	6,319	6	1	104	1,940	402	691	11	4,252
EDUCATION	T	24,023	7,701	16,322	17,693	17	17	169	5,073	1,054	3,069	27	11,960
13.0000	M	6,052	1,072	4,980	5,362	29		3	588	70	1,069		2,385
SCIENCE	F	2,769	606	2,163	2,266	21		51	393	38	254	2	1,099
EDUCATION	T	8,821	1,678	7,143	7,628	50		54	981	108	1,323	2	3,484
15.0000	M	2,412	1,369	1,043		10	12		1,007	1,383	277	5	2,147
SOC. STUD.	F	1,535	797	738		7	16		607	905	100	1	1,371
EDUCATION	T	3,947	2,166	1,781		17	28		1,614	2,288	377	6	3,518
STATE	M	36,163	11,804	24,359	24,760	61	28	453	7,249	3,612	5,604	57	19,252
TOTAL	F	22,994	6,115	16,879	15,308	40	17	929	4,502	2,198	1,865	32	11,564
	T	59,157	17,919	41,238	40,068	101	45	1,382	11,751	5,810	7,469	89	30,816

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		TOTAL ENROLLMENT								TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE
03.0600	M	260	10	250	234			26			20		67
BUSINESS E	F	1,523	63	1,460	1,381			142			68		487
	T	1,783	73	1,710	1,615			168			88		554
03.0000	M	260	10	250	234			26			20		67
BUSINESS	F	1,523	63	1,460	1,381			142			68		487
ENGLISH ED	T	1,783	73	1,710	1,615			168			88		554

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OHA	OHE	REG	OHA	OHE	SWD	PRO.	DISADVANTAGE
05.0001	M	10,317	3,074	7,243	7,304	11		330	1,502	1,090	1,583	35	5,463
INTEGRATED	F	7,194	1,382	5,812	5,044	6		581	914	649	643	17	3,459
	T	17,511	4,456	13,055	12,420	17		911	2,416	1,739	2,226	52	8,922
05.0014	M	226	148	78					129	97	27		205
REFRESHER	F	117	97	20					85	32	8		106
	T	343	245	98					214	129	35		311
05.0119	M	71	71						71		10	1	68
REMEDIAL R	F	24	24						24		1		24
	T	95	95						95		11	1	92
05.0220	M	482	245	237	191				212	79	88		322
GRAMMAR AN	F	264	134	130	100				126	38	28		179
	T	746	379	367	291				338	117	116		501
05.0300	M	74	22	52	43				14	17	13		29
LITERATURE	F	91	32	59	53				22	16	8		36
	T	165	54	111	96				36	33	21		65
05.0400	M	70	70						70		2		70
COMPOSITIO	F	37	37						37				37
	T	107	107						107		2		107
05.0500	M	41	6	35	19			22					22
SPEECH	F	34	4	30	19			15			7		27
	T	75	10	65	38			37			7		49
05.0545	M	243	65	178	144			7	51	41	46		174
APPLIED CO	F	163	40	123	77			36	34	16	13		80
	T	406	105	301	221			43	85	57	59		254
05.9901	M	201	82	119					47	154	21		180
COMMUNICAT	F	120	48	72					31	89	7		108
	T	321	130	191					78	243	28		288
05.9902	M	451	429	22	9				425	17	65		400
READING	F	347	291	56	49				289	9	36	1	295
	T	798	720	78	58				714	26	101	1	695
05.9912	M	12		12						12	5		12
AP-ENGLISH	F	4		4						4	1		4
	T	16		16						16	6		16
05.0000	M	12,188	4,212	7,976	7,790	11		359	2,521	1,507	1,860	36	6,945
ENGLISH	F	8,395	2,089	6,306	5,342	6		632	1,562	853	752	18	4,355
EDUCATION	T	20,583	6,301	14,282	13,132	17		991	4,083	2,360	2,612	54	11,300

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE					
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE
11.0301	M	554	192	362	399				102	53	49	2	248
ALGEBRA	F	444	180	264	301				97	46	12	1	188
	T	998	372	626	700				199	99	61	3	436
11.0309	M	100	81	19					63	37	16		95
PRE-ALGEBR	F	72	57	15					43	29	6		64
	T	172	138	34					106	66	22		159
11.0500	M	10,191	1,203	8,988	9,629		16	52	315	179	1,843	10	3,698
APPLIED MA	F	5,953	555	5,398	5,582		1	103	179	88	505	4	2,147
	T	16,144	1,758	14,386	15,211		17	155	494	267	2,348	14	5,845
11.0502	M	145	135	10					118	27	15		131
CONSUMER M	F	96	93	3					88	8	10	1	80
	T	241	228	13					206	35	25	1	211
11.0610	M	48	1	47	48						2		1
PRE-CALCUL	F	54	1	53	54								1
	T	102	2	100	102						2		2
11.0800	M	280	95	185	184				84	12	45		135
INTEGRATED	F	146	68	78	74				61	11	13		97
	T	426	163	263	258				145	23	58		232
11.0900	M	413	413						413		50		387
INTERVENTI	F	272	272						272		19	1	261
	T	685	685						685		69	1	648
11.1100	M	3,304	2,869	435	1,032	11		13	1,912	336	327	3	2,841
GENERAL MA	F	1,579	1,229	350	240	6		1	1,119	213	115	4	1,291
	T	4,883	4,098	785	1,272	17		14	3,031	549	442	7	4,132
11.1200	M	72	22	50	72						1		48
GEOMETRY	F	68	20	48	68								47
	T	140	42	98	140						1		95
11.1600	M	10		10	10								4
TRIGONOMET	F												
	T	10		10	10								4
11.1900	M	134	130	4					126	8	30	1	120
REMEDIAL M	F	88	85	3					81	7	11		76
	T	222	215	7					207	15	41	1	196
11.0000	M	15,251	5,141	10,110	11,374	11	16	65	3,133	652	2,378	16	7,708
MATH	F	8,772	2,560	6,212	6,319	6	1	104	1,940	402	691	11	4,252
EDUCATION	T	24,023	7,701	16,322	17,693	17	17	169	5,073	1,054	3,069	27	11,960

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		TOTAL ENROLLMENT								TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE
13.0100	M	735	480	255	247	29		1	408	50	99		501
GENERAL SC	F	345	279	66	56	21		8	240	20	29	1	290
	T	1,080	759	321	303	50		9	648	70	128	1	871
13.0101	M	3,126	324	2,802	3,114			1	11		610		993
APPLIED SC	F	1,274	115	1,159	1,225			35	14		139		416
	T	4,400	439	3,961	4,339			36	25		749		1,409
13.0200	M	348	89	259	266			1	69	12	72		182
BIOLOGICAL	F	436	92	344	345			8	72	11	42		166
	T	784	181	603	611			9	141	23	114		348
13.0300	M	210	77	133	141				61	8	47		115
PHYSICAL S	F	83	44	39	41				35	7	9		52
	T	293	121	172	182				96	15	56		167
13.0301	M	262	17	245	262						36		107
CHEMISTRY	F	198	23	175	198						9		59
	T	460	40	420	460						45		166
13.0302	M	1,165	42	1,123	1,165						168		353
PHYSICS	F	188	4	184	188						9	1	63
	T	1,353	46	1,307	1,353						177	1	416
13.0400	M	39	39						39		5		32
EARTH SCIE	F	32	32						32		3		24
	T	71	71						71		8		56
13.2420	M	25	1	24	25						1		6
PHYSIOLOGY	F	131	2	129	131						2		19
	T	156	3	153	156						3		25
13.2515	M	7		7	7						2		1
ENVIRONMEN	F	3		3	3								
	T	10		10	10						2		1
13.9904	M	31	3	28	31						3		1
AP-BIOLOGY	F	73	15	58	73						12		7
	T	104	18	86	104						15		8
13.9906	M	13		13	13						5		3
AP-CHEMIST	F												
	T	13		13	13						5		3
13.9928	M	91		91	91						21		11
AP-PHYSICS	F	6		6	6								3
	T	97		97	97						21		14

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		TOTAL ENROLLMENT								TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OHA	OHE	REG	OHA	OHE	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE
13.0000	M	6,052	1,072	4,980	5,362	29		3	588	70	1,069		2,385
SCIENCE	F	2,769	606	2,163	2,266	21		51	393	38	254	2	1,099
EDUCATION	T	8,821	1,678	7,143	7,628	50		54	981	108	1,323	2	3,484

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	DISAD-
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	SWD	PRO.	VANTAGE
15.0300	M	396	137	259					85	311	60		361
GOVERNMENT	F	320	91	229					60	260	24		287
	T	716	228	488					145	571	84		648
15.0600	M	1		1						1			1
ECONOMICS	F	7		7						7			4
	T	8		8						8			5
15.0700	M	45	45						44	1	8		38
GEOGRAPHY	F	18	16	2					15	3	1		16
	T	63	61	2					59	4	9		54
15.0800	M	283	192	91					109	174	52		257
WORLD HIST	F	147	105	42					71	76	12		140
	T	430	297	133					180	250	64		397
15.0802	M	10	10						10				10
OHIO HISTO	F	7	7						7				7
	T	17	17						17				17
15.0810	M	643	378	265					279	364	68		558
AMERICAN H	F	455	277	178					208	247	32		389
	T	1,098	655	443					487	611	100		947
15.0899	M	133	78	54					73	59	5	1	111
CURRENT EV	F	59	36	23					32	27	3		54
	T	191	114	77					105	86	8	1	165
15.1000	M	69	11	58						69	5		68
POLITICAL	F	27	3	24						27			27
	T	96	14	82						96	5		95
15.1201	M	820	515	305		10	12		407	391	78	4	731
SOCIAL STU	F	491	262	229		7	16		214	254	27	1	444
	T	1,311	777	534		17	28		621	645	105	5	1,175
15.9920	M	13	3	10						13	1		12
AP-HISTORY	F	4		4						4	1		3
	T	17	3	14						17	2		15
15.0000	M	2,412	1,369	1,043		10	12		1,007	1,383	277	5	2,147
SOC. STUD.	F	1,535	797	738		7	16		607	905	100	1	1,371
EDUCATION	T	3,947	2,166	1,781		17	28		1,614	2,288	377	6	3,518

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED ENGLISH	
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	ONA	ONE	REG	ONA	ONE	SWD	PRO.	DISADVANTAGE
STATE TOTAL	M	36,163	11,804	24,359	24,760	61	28	453	7,249	3,612	5,604	57	19,252
	F	22,994	6,115	16,879	15,308	40	17	929	4,502	2,198	1,865	32	11,564
	T	59,157	17,919	41,238	40,068	101	45	1,382	11,751	5,810	7,469	89	30,816

Appendix E

CLOSING SECONDARY ENROLLMENTS FOR JOB TRAINING PROGRAMS ONLY IN FY96

This report, a subset of the total closing report, is designed to provide detailed information regarding grade level distribution and target populations served.

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SUMMARY

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		TOTAL ENROLLMENT			TARGET GROUPS			COOPERATIVE ENROLLMENT	JOB TRAINING PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISADVANTAGE		COMPLETERS	LEAVERS
01.0000	M	15,657	8,735	6,922	2,549	8	2,772	635	1,591	403
AGRICULTUR	F	5,527	2,920	2,607	506	3	990	199	618	108
EDUCATION	T	21,184	11,655	9,529	3,055	11	3,762	834	2,209	511
04.0000	M	3,622	282	3,340	309		805	2,099	1,102	183
MARKETING	F	4,060	170	3,890	232	3	877	2,590	1,417	186
EDUCATION	T	7,682	452	7,230	541	3	1,682	4,689	2,519	369
07.0000	M	408	22	386	39	1	130	41	102	13
HEALTH	F	3,718	135	3,583	242	12	1,165	729	1,150	145
EDUCATION	T	4,126	157	3,969	281	13	1,295	770	1,252	158
09.03	M	1,395	185	1,210	557	6	509	171	345	85
FCS JOB	F	3,727	346	3,381	1,107	9	1,441	407	941	216
TRAINING	T	5,122	531	4,591	1,664	15	1,950	578	1,286	301
09.0000	M	1,395	185	1,210	557	6	509	171	345	85
F.C.S.	F	3,727	346	3,381	1,107	9	1,441	407	941	216
EDUCATION	T	5,122	531	4,591	1,664	15	1,950	578	1,286	301
14.0000	M	2,455	249	2,206	250	8	745	436	716	115
BUSINESS	F	10,674	501	10,173	696	36	3,046	2,146	3,266	436
EDUCATION	T	13,129	750	12,379	946	44	3,791	2,582	3,982	551
17.0000	M	32,028	5,850	26,178	5,847	73	15,313	8,539	7,371	2,907
T & I	F	11,205	1,828	9,377	911	9	6,476	4,933	2,413	973
EDUCATION	T	43,233	7,678	35,555	6,758	82	21,789	13,472	9,784	3,880
99.0000	M	749	168	581	698	1	319	749	175	39
SPECIAL	F	430	78	352	403		207	430	88	6
PROGRAMS	T	1,179	246	933	1,101	1	526	1,179	263	45
STATE	M	56,314	15,491	40,823	10,249	97	20,593	12,670	11,402	3,745
TOTAL	F	39,341	5,978	33,363	4,097	72	14,202	11,434	9,893	2,070
	T	95,655	21,469	74,186	14,346	169	34,795	24,104	21,295	5,815

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0100 AGRISCIENC	M	9,008	7,463	1,545	1,334	4	1,347		224	166
	F	3,037	2,435	602	166		350		87	21
	T	12,045	9,898	2,147	1,500	4	1,697		311	187
01.0101 AN P&C-BM	M	96	15	81	25	1	30		15	7
	F	275	29	246	41	1	86		73	12
	T	371	44	327	66	2	116		88	19
01.0104 PROD AGRIC	M	2,786	568	2,218	329		339		458	34
	F	742	123	619	31		68		113	6
	T	3,528	691	2,837	360		407		571	40
01.0131 AN P&C-EQU	M	16		16	8		2		3	1
	F	42	8	34	3		10		10	3
	T	58	8	50	11		12		13	4
01.0200 AGRIBUSINE	M	988	41	947	99		128	635	332	25
	F	307	2	305	8		37	199	118	7
	T	1,295	43	1,252	107		165	834	450	32
01.0300 AG IND MEC	M	1,017	103	914	310		452		275	54
	F	31	1	30	7		16		6	4
	T	1,048	104	944	317		468		281	58
01.0400 FOOD PROCE	M	81	3	78	24	1	16		20	10
	F	15	3	12	5		4		2	3
	T	96	6	90	29	1	20		22	13
01.0500 HORTICULTU	M	981	299	682	295	2	302		153	69
	F	878	214	664	236	2	373		173	43
	T	1,859	513	1,346	531	4	675		326	112
01.0600 NATURAL RE	M	335	76	259	67		74		86	24
	F	59	5	54	2		16		32	4
	T	394	81	313	69		90		118	28
01.0699 ENVIRON MA	M	118	74	44	5		10		5	2
	F	83	54	29			2		1	
	T	201	128	73	5		12		8	2
01.0700 FORESTRY	M	18		18	4		5		5	1
	F	2		2	1		1		1	
	T	20		20	5		6		6	1
01.9900 OTHER AG	M	213	93	120	49		67		15	10
	F	56	46	10	6		27			5
	T	269	139	130	55		94		15	15

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	15,657	8,735	6,922	2,549	8	2,772	635	1,591	403
AGRICULTUR	F	5,527	2,920	2,607	506	3	990	199	618	108
EDUCATION	T	21,184	11,655	9,529	3,055	11	3,762	834	2,209	511

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED			PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-			
		TOTAL	GR 11	GR 10	SWD	PRO.	VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
04.0115	M	443	30	413	39		63	14	72	13
ENTERTAIN	F	307	10	297	13	1	39	12	49	6
	T	750	40	710	52	1	102	26	121	19
04.0800	M	2,791	124	2,667	211		564	1,892	949	145
GENERAL MR	F	3,410	139	3,271	175		744	2,341	1,237	166
	T	6,201	263	5,938	386		1,308	4,233	2,186	311
04.0810	M	218	2	216	23		53	153	71	15
MARKET MAN	F	267	2	265	19		64	196	98	8
	T	485	4	481	42		117	349	169	23
04.1110	M	11		11	2		2	8	6	
TRAVEL & T	F	57	7	50	15	1	23	29	31	3
	T	68	7	61	17	1	25	37	37	3
04.1900	M	159	126	33	34		123	32	4	10
DIST & MAR	F	19	12	7	10	1	7	12	2	3
	T	178	138	40	44	1	130	44	6	13
04.0000	M	3,622	282	3,340	309		805	2,099	1,102	183
MARKETING	F	4,060	170	3,890	232	3	877	2,590	1,417	186
EDUCATION	T	7,682	452	7,230	541	3	1,682	4,689	2,519	369

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.0101	M	43	4	39	4		16	1	10	2
DSH ASST	F	584	34	550	41	1	224	12	179	39
	T	627	38	589	45	1	240	13	189	41
07.0103	M	33	5	28	3		12		3	
DENTAL LAB	F	47	4	43	6		25		2	2
	T	80	9	71	9		37		5	2
07.0203	M	16	1	15	1		8		6	
MED LAB AS	F	129	1	128	3	4	42		42	3
	T	145	2	143	4	4	50		48	3
07.0302	M	14		14			2			1
PRACT NURS	F	114		114			32		31	4
	T	128		128			34		31	5
07.0303	M	33		33	5	1	10		9	1
NURSE ASST	F	367	17	350	66	2	185	30	150	9
	T	400	17	383	71	3	203	30	159	10
07.0305	M	5		5			2		1	
SURGICAL T	F	31	3	28			11		5	
	T	36	3	33			13		6	
07.0410	M	10		10					8	
FIT/ATHLET	F	21		21	1				15	
	T	31		31	1				23	
07.0603	M	26	2	24	4		8		4	2
OPTOM OCCU	F	26	4	22	1		17		4	1
	T	52	6	46	5		25		8	3
07.0904	M	17		17	3		4		5	2
MED ASST	F	302	12	290	12	3	75		100	12
	T	319	12	307	15	3	79		105	14
07.0906	M	2		2	1		2			
CON HEA AS	F	35	2	33	8		21		12	3
	T	37	2	35	9		23		12	3
07.0912	M	10		10					5	1
PHARMACY A	F	40		40		1	10		22	1
	T	50		50		1	10		27	2
07.0998	M	109	10	99	14		38		4	2
DIVER HLTH	F	1,215	58	1,157	66	1	354	56	64	42
	T	1,324	68	1,256	80	1	392	56	68	44

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.4830	M	16		16	2		2		8	
PRE-NURSIN	F	83		83	2		7		36	
	T	99		99	4		9		44	
07.4890	M	25		25			4		6	1
CERT HLTH	F	96		96			4		28	2
	T	121		121			8		34	3
07.9960	M	49		49	2		14	40	33	1
DIVERSIFIE	F	628		628	36		158	623	460	27
	T	677		677	38		172	663	493	28
07.0000	M	408	22	386	39	1	130	41	102	13
HEALTH	F	3,718	135	3,583	242	12	1,165	729	1,150	145
EDUCATION	T	4,126	157	3,969	281	13	1,295	770	1,252	158

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0201	M	71	8	63	19	2	24	8	19	3
EARLY CHIL	F	1,975	156	1,819	383	1	741	117	526	111
	T	2,046	164	1,882	402	3	765	125	545	114
09.0202	M	7		7	1	1			3	
CLOTH & IN	F	115	18	97	10	6	54		19	5
	T	122	18	104	11	7	54		22	5
09.0203	M	1,038	136	902	405	1	385	36	240	70
FOOD SERVT	F	1,084	113	971	453	1	417	46	259	78
	T	2,122	249	1,873	858	2	802	82	499	148
09.0205	M	158	36	122	121	2	73	6	51	3
HOSP & FAC	F	329	49	280	241	1	153	20	59	13
	T	487	85	402	362	3	226	26	110	16
09.0290	M	121	5	116	11		27	121	32	9
PCS MULTI-	F	224	10	214	20		76	224	78	9
	T	345	15	330	31		103	345	110	18
09.03	M	1,395	185	1,210	557	6	509	171	345	85
PCS JOB	F	3,727	346	3,381	1,107	9	1,441	407	941	216
TRAINING	T	5,122	531	4,591	1,664	15	1,950	578	1,286	301
09.0000	M	1,395	185	1,210	557	6	509	171	345	85
P.C.S.	F	3,727	346	3,381	1,107	9	1,441	407	941	216
EDUCATION	T	5,122	531	4,591	1,664	15	1,950	578	1,286	301

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED			PROGRAM	
			BELOW	ABOVE		ENGLISH	DISAD-		COM-	
		TOTAL	GR 11	GR 10	SWD	PRO.	VANTAGE	ENROLLMENT	PLETERS	LEAVERS
14.0100	M	619	26	593	53	1	165	12	171	20
ACCOUNTING	F	1,596	69	1,527	74	5	465	28	431	71
	T	2,215	95	2,120	127	6	630	40	602	91
14.0200	M	456	33	423	46		118	6	134	22
BUS INFO S	F	545	32	513	16	3	157	5	180	21
	T	1,001	65	936	62	3	275	11	314	43
14.0300	M	1,147	183	964	144	6	437	418	331	56
ADMIN/OFF	F	7,920	376	7,544	581	28	2,341	2,113	2,446	294
	T	9,067	559	8,508	725	34	2,778	2,531	2,777	350
14.0800	M	184	7	177	7	1	24		70	17
BUS ADM &	F	591	24	567	25		79		205	50
	T	775	31	744	32	1	103		275	67
14.4820	M	49		49			1		10	
COMP SUPP	F	22		22			4		4	
	T	71		71			5		14	
14.0000	M	2,455	249	2,206	250	8	745	436	716	115
BUSINESS	F	10,674	501	10,173	696	36	3,046	2,146	3,266	436
EDUCATION	T	13,129	750	12,379	946	44	3,791	2,582	3,982	551

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0100	M	507	100	407	82		191		132	46
AIR COND &	F	5	1	4						1
	T	512	101	411	82		191		132	47
17.0200	M	97	53	44	17		56		14	10
APPL REPAI	F									
	T	97	53	44	17		56		14	10
17.0301	M	1,976	212	1,764	520	11	819	13	455	203
AUTO COLLI	F	52	7	45	9		31	1	11	3
	T	2,028	219	1,809	537	11	850	14	466	206
17.0302	M	3,521	422	3,099	740	17	1,270	0	827	282
AUTO TECHN	F	143	14	129	16		44		24	14
	T	3,664	436	3,228	764	17	1,314	0	851	296
17.0303	M	166	68	98	125		85		20	21
SPECIALIZA	F	3	1	2	1		1		1	1
	T	169	69	100	126		86		21	22
17.0400	M	97	32	65	5	1	41		29	
AVIATION O	F	18	8	10	1		10		2	
	T	115	40	75	6	1	51		31	
17.0401	M	129	21	108	0	2	34		15	3
AIRCRAFT M	F	14	3	11			3		1	1
	T	143	24	119	0	2	37		16	4
17.0600	M	21		21					9	2
HVS MACH M	F	1		1						
	T	22		22					9	2
17.0700	M	569	42	527	81		159	0	127	26
COMM ART O	F	357	15	342	21		66	1	94	15
	T	926	57	869	102		225	9	221	41
17.0801	M	32	27	5	3					
MARITIME O	F	1		1						
	T	33	27	6	3					
17.0802	M	63	17	46	19	1	27		11	7
MARINE MAI	F	6		6			1		1	3
	T	69	17	52	19	1	28		12	10
17.0900	M	43	1	42	7		13		11	1
COMM PHOTO	F	81	1	80	5		17		36	1
	T	124	2	122	12		30		47	2

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		--TOTAL ENROLLMENT---			----TARGET GROUPS----			-COOPERATIVE- ENROLLMENT	-JOB TRAINING- PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1001	M	2,439	195	2,244	522	3	725		691	175
CARPENTRY	F	119	11	108	11		45		35	7
	T	2,558	206	2,352	533	3	770		726	182
17.1002	M	1,244	52	1,192	156		345		398	72
ELECT TRAD	F	50	2	48	3		16		13	7
	T	1,294	54	1,240	159		361		411	79
17.1003	M	34	3	31	15		6		14	1
HEAVY EQUI	F									
	T	34	3	31	15		6		14	1
17.1004	M	425	47	378	138		161		109	47
MASONRY	F	14	4	10	10		4		3	1
	T	439	51	388	148		165		112	48
17.1005	M	26	3	23	13		16		7	2
PAINT & DE	F	15		15	4		12		4	
	T	41	3	38	17		28		11	2
17.1007	M	88	5	83	16		18		21	10
PLMBG & PI	F	2	1	1	2					
	T	90	6	84	18		18		21	10
17.1011	M	1,235	342	893	403	4	630	17	268	74
BLDG MAINT	F	74	31	43	18		41		10	10
	T	1,309	373	936	421	4	671	17	278	84
17.1012	M	208	24	184	52		72		54	17
INDUST MAI	F	11	1	10	3		3			1
	T	219	25	194	55		75		54	18
17.1016	M	16	8	8	4		4		3	5
MOBILE HM	F									
	T	16	8	8	4		4		3	5
17.1100	M	149	43	106	138		64		26	10
CUSTODIAL	F	21	3	18	18		12		4	
	T	170	46	124	156		76		30	10
17.1200	M	489	62	427	128	1	133		109	44
DIESEL MEC	F	11	1	10		1	3		3	2
	T	500	63	437	128	2	136		112	46
17.1300	M	1,499	68	1,431	127	9	389	7	504	52
DRAFTING O	F	298	11	287	13		82	2	86	10
	T	1,797	79	1,718	140	9	471	9	590	62

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1402	M	22	3	19	6		16		10	3
POWER TRAN	F									
	T	22	3	19	6		16		10	3
17.1503	M	1,834	117	1,717	172	2	526	15	511	85
ELECTRONIC	F	135	10	125	10		43	12	31	10
	T	1,969	127	1,842	182	2	569	27	542	95
17.1504	M	20	2	26	4		16			
TELECOMMUN	F									
	T	20	2	26	4		16			
17.1801	M	285	2	283	21		13		67	2
ENGINEER T	F	38		38					4	
	T	323	2	321	21		13		71	2
17.1802	M	113	3	110	6		11		24	1
MFG ENGRG	F	8		8			2			1
	T	121	3	118	6		13		24	2
17.1900	M	832	117	715	147	4	332	3	205	65
GRAPHIC OC	F	650	44	606	74		233	5	194	38
	T	1,482	161	1,321	221	4	565	8	399	103
17.2004	M	24		24	5		4		6	
IND LAB AS	F	7		7			1		1	
	T	31		31	5		5		7	
17.2302	M	1,898	108	1,790	301	2	538	11	554	97
PRECISION	F	105	6	99	7		44	2	22	2
	T	2,003	114	1,889	308	2	582	13	576	99
17.2304	M	51		51	6		9		17	4
HEAVY META	F									
	T	51		51	6		9		17	4
17.2305	M	35	19	16	1		19		5	9
SHEET META	F	7	7				2			2
	T	42	26	16	1		21		5	11
17.2306	M	1,890	300	1,590	485	3	786		427	185
WELDING &	F	77	10	67	8		32		9	8
	T	1,967	310	1,657	493	3	818		436	193
17.2307	M	8		8			4			1
TOOL & DIE	F									
	T	8		8			4			1

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		TOTAL ENROLLMENT			TARGET GROUPS			COOPERATIVE ENROLLMENT	JOB TRAINING PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SWD	LIMITED ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.2602	M	61	6	55	10		22		15	4
COSMETOLOG	F	3,383	197	3,186	243	3	1,259		880	165
	T	3,444	203	3,241	253	3	1,281		895	169
17.2700	M	28	1	27	1		11		5	1
PLASTICS O	F	2		2	1					
	T	30	1	29	2		11		5	1
17.2801	M	79	3	76	17		12		34	2
BASIC FIRE	F	5	1	4			1		2	1
	T	84	4	80	17		13		36	3
17.2802	M	714	20	694	86		108		202	23
BASIC LAW	F	342	10	332	30		100		86	14
	T	1,056	30	1,026	116		208		288	37
17.3100	M	86	30	56	20		20		21	5
POW EQUIP	F	1		1						1
	T	87	30	57	20		20		21	6
17.3601	M	62	8	54	7		15		23	3
MILLWRK &	F	17		17			1		10	2
	T	79	8	71	7		16		33	5
17.9960	M	515	1	514	64		151	507	308	28
DIV COOP T	F	260	1	259	17	1	81	260	156	16
	T	775	2	773	81	1	232	767	464	44
17.9996	M	160	68	92	160	1	51		6	1
ADJUSTMENT	F	83	28	55	83		15		5	
	T	243	96	147	243	1	66		11	1
17.9998	M	140	76	64	38		87		12	23
OCC LAB	F	45	19	26	7		32		6	10
	T	185	95	90	45		119		18	33
17.9999	M	8,090	3,119	4,971	947	12	7,224	7,950	1,065	1,255
OCC WORK E	F	4,744	1,380	3,364	296	4	4,239	4,650	679	626
	T	12,834	4,499	8,335	1,243	16	11,463	12,600	1,744	1,881
17.0000	M	32,028	5,850	26,178	5,847	73	15,313	8,539	7,371	2,907
T & I	F	11,205	1,828	9,377	911	9	6,476	4,933	2,413	973
EDUCATION	T	43,233	7,678	35,555	6,758	82	21,789	13,472	9,784	3,880

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						LIMITED			PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SMD	ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
99.0371	M	749	168	581	698	1	319	749	175	39
VOC COORD	F	430	78	352	403		207	430	88	6
	T	1,179	246	933	1,101	1	526	1,179	263	45
99.0000	M	749	168	581	698	1	319	749	175	39
SPECIAL	F	430	78	352	403		207	430	88	6
PROGRAMS	T	1,179	246	933	1,101	1	526	1,179	263	45

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	SHD	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
STATE	M	56,314	15,491	40,823	10,249	97	20,593	12,670	11,402	3,745
TOTAL	F	39,341	5,978	33,363	4,097	72	14,202	11,434	9,893	2,070
	T	95,655	21,469	74,186	14,346	169	34,795	24,104	21,295	5,815